



Long Paper

Challenges of Technology Teacher Education Parents in In-Flex Modality

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Date received: March 17, 2022

Date received in revised form: April 12, 2022

Date accepted: April 20, 2022

Recommended citation:

Napoles, M. A., Benosa, D.C., & Delvo, V. M., (2022). Challenges of technology teacher education parents in in-flex modality. *Puissant*, 3, 590-608.

Abstract

To stem the development of the COVID-19 disease, most governments have temporarily halted educational institutions. When schools close, many children and teenagers miss critical social interactions for learning and growth (Crawford et al., 2020). Many countries use online communication apps to ensure communication between teachers and students. This study looked at parents' difficulties when homeschooling and assisting their teens/students in the In-flex Modality. This descriptive study gathered quantitative data from 104 parents whose children are in their third year of technology teacher education at the Department of Technology Teacher Education. The researchers used a purposive sampling method in selecting the respondents. The data was analyzed, and the results showed that their description of the household, financial support, gadgets available, and internet access has a significant relationship with the challenges parents face in homeschooling their teens. Researchers state that the mother is accountable



mainly for social connectedness and collaboration, particularly for the education and assistance of children and teens. The Pearson Moment Correlation investigation revealed that maintaining schedules, keeping their teens' focus, and engaging in creative activities had significant relationships with the challenges parents face in homeschooling their teens. While parents are aware of their challenges in the present situation, they are still looking for adaptable ways to aid their adolescents. Education may fail if parents and teachers do not collaborate to promote their children's best interests. Since the parents' challenges were identified and proven, parents should incorporate their support to maintain quality education for the teens and help them build a relational understanding of their difficulties. Parents and teachers must collaborate to promote the best interests of their children's education.

Keywords – inflex modality, technology challenges, inflex technology

INTRODUCTION

The majority of countries globally have temporarily halted educational institutions to stop the spread of the COVID-19 epidemic. Schools are hotspots for social engagement and human contact. When schools stop, many children and teenagers miss critical social interactions for learning and growth (Crawford et al., 2020). This has an immediate and long-term impact, particularly on the most vulnerable and underprivileged groups. Many countries use online communication apps to ensure communication between teachers and students (WhatsApp, radio, television, mobile phones, computers, network hardware, satellite systems, and various services such as video conferencing and distance learning) (Chang & Yano, 2020). Through remote learning, interactive online classes also give chances for social contact and support the continuation of education for everybody.

As important as these initiatives are, they have been discovered to be appropriate for meeting the needs of the time. They have also created a problematic routine for parents who work from home while ensuring that their children's educational process continues smoothly during COVID-19. As a result, the goal of this small-scale research project was to investigate parents' experiences with home learning during COVID-19.

During the epidemic, most parents found homeschooling "stressful and demanding." As parents of primary school students, they faced some unrealistic expectations. The pandemic of Novel Coronavirus Disease (COVID-19), which has already infected about 3 million individuals in 148 countries, has resulted in over 200,000 fatalities and has wreaked havoc throughout the world BBC News (Albert et al., 2021). While many parents were enthusiastic about learning through apps and online activities, others described difficulties navigating many online resources. Additionally, there were frequently insufficient home devices, mainly if the household had more than one child or parents required a laptop to complete their work. Parents who were unable to give an online education to their children took advantage of the chance and selected modular learning, but this made it more difficult since they needed to be handed on with their

children's education considering that the teachers would not be able to impart further knowledge.

With all of the changes taking place throughout the world, we can see that continual communication and connection among parents, educators, administrators, and kids are becoming increasingly crucial for recognizing what issues they are facing and how to overcome them together. Above all, parents and teachers must realize that not everything must go flawlessly and that it is acceptable to have bad days and make mistakes. In this process, we are all learning. As a result, the researcher intends to look into the tactics and obstacles that the parents or guardians have utilized and experienced.

STATEMENT OF THE PROBLEM

This study looked at the difficulties parents have encountered when homeschooling and assisting their teens/students in the In-flex Modality. During COVID-19, descriptive quantitative research was utilized to investigate parents' experiences with home learning and management to get insight into real-life experiences. The study was conducted on parents of students enrolled in the third year of technology education at Mindanao State University - Iligan Institute of Technology through the following parameters:

1. What is the profile of the respondents in terms of household description; Children live in the household; Relationship to the homeschooled teen(s) in the family; Primary responsibility for managing your teen(s) homeschooling and support; Parent(s) / Guardian(s) - Educational Attainment; Parental Employment Status; Own Device; Internet access at home; Internet access at home wireless; and Primary connection of the wireless network.
2. What are the challenges of parents homeschooling their teens in terms of Maintaining Schedules; Difficulties faced by the Parents in keeping their Teen's focus, and Engaging in Creative activities with the teen that positively affect both parties.
3. Will there be a significant relationship between the respondent's profile and the issues that parents issue when homeschooling their adolescents in terms of Maintaining Schedules?
4. Will there be a significant relationship between the respondent's profile and the issues that parents issue when homeschooling their students in terms of keeping their teens focused?
5. Will there be a significant relationship between the respondent's profile and parents' obstacles when homeschooling their students in engaging in Creative Activities with the Teen that benefit both sides?

METHODOLOGY

RESEARCH DESIGN

The present study aimed to investigate parents' home learning and management challenges during COVID 19. Using descriptive quantitative research studies enables researchers to investigate phenomena based on the parent's or guardian's challenges in various scenarios and conditions. According to Winter (2015), quantitative research aims to attain more excellent knowledge and understanding of the social world. Researchers use quantitative methods to observe situations or events that affect people. The descriptive design was used to manage this survey to obtain appropriate responses to attain insights into exploring the real-life experiences of parents in the middle of COVID 19.

PARTICIPANTS

The target participants of this study were parents or guardians whose student(s) / teen(s) are in the 3rd Year of Technology Education at Mindanao State University – Iligan Institute of Technology. The population size ranges from about 104 respondents; to three significant courses (Drafting Technology consisting of 31 students, Industrial Arts, which composed of 34 students, Home Economics, which consists of 39 students). With the help of "Raosoft Sample Calculator," this is essentially online software that estimates or produces the sample size of a particular research survey and aids the researchers to increase time constraints when surveying. The researchers recommended a sample size of about 86-104 respondents as the minimum recommended survey size. Having an average 5% margin of error that the researchers can tolerate and a confidence level of about 95% equals the amount of uncertainty that the researchers can accept. The researchers would be more likely to acquire an exact response than just a more comprehensive set of samples. Only a tiny proportion of the population replies to the questionnaire.

PROCEDURE

Letters of permission to administer the questionnaires and other associated constructs were received from the institution before issuing the questionnaires and other related constructs. Any information gathered in conjunction with the study linked to the respondents would be kept private. It would take 4-6 minutes to complete the questionnaire package. Throughout the investigation, all applicable ethical rules were followed. The Mindanao State University-Iligan Institute of Technology College of Education Ethics Review Committee examined and approved the study protocols.

SAMPLING

Purposive sampling was employed to choose individuals for the planned study to gather the needed data, notably during COVID, when individuals became vulnerable to embedded fear and worry about the global tragedy. According to Campbell et al. (2020), Purposive sampling, also known as judgmental, selective, or subjective sampling, is a non-probability sample in which researchers rely on their judgment when choosing members

of the population to participate in their surveys. Furthermore, in quantitative studies, the sampling is often purposive to the study requirement and the phenomena under investigation. It enables researchers to conduct basic assumptions connected to the environment in which respondents are situated and choose study segments based on criteria for inclusion.

ETHICAL CONSIDERATION

Ethical concerns were addressed during the examination. Participants were given a voluntary participation notification via google platforms and requested to participate in the study while acknowledging their opportunity to rescind and decline. No data was requested that may reveal participants' direct identities, such as names, phone numbers, addresses, zip codes, or national identification numbers.

Table 1. Frequency and Percentage distribution of the Respondent's profile in terms of their responses to this research's voluntary participation.

I agree to participate in this research, and my participation is voluntary.	Frequency	Percentage
Yes	104	100.00
No	0	0.00
Total	104	100.0

Table 1 shows the frequency and percentage distribution of the respondents in terms of their responses to voluntary participation in this research. The respondents have two options from the Google form: yes, or no. It shows that all of the respondents agreed to participate in this research. They have a total number of participants of 104 and a total accuracy of 100%. According to the data in Table 1, all respondents agreed to participate in this research voluntarily. Researchers informed participants of their right to refuse to participate or withdraw from the study. The research's purpose is relevant and beneficial.

DATA COLLECTION

All questions were sent online using Google Forms, and the information gathered was automatically recorded in Google Sheets. Because the interview option is not accessible, most parents acquired the survey form and completed it in Google Docs formats. Given the COVID lockdown, the researchers sent an email link to the email letter to all parents who took part. The projected time for collecting this data increased from 5- to 6 weeks.

DATA ANALYSIS

After administering and collecting surveys from the respondents, the data were encoded, categorized, and cleaned. The statistical techniques listed below were used. Percentage distribution was utilized to describe the person-related variables in terms of the challenges faced by the parents in terms of (1) Maintaining Schedules; (2) Difficulties faced by the Parents in keeping their Children's focus, and (3) Engaging in Creative

activities with the child that affects both parties positively. To better understand the general patterns, the investigators created a categorized distribution of frequency to the ratings: they developed a set of sections, most of which corresponds to a range of values. The researchers could then tally the number of scores that fell into each group, known as class intervals. The data was utilized in Part 2 of the questionnaire, including recall-type questions, multiple-choice or multiple response questions, and multiple-response questions. Subsequently, the researchers computed the means scores (M) and standard deviation (SD) to determine the level of challenges experienced by the parents during the in-flex modality, using a Likert scale to orally interpret the weighted mean and degree of satisfaction of the respondents in the areas of Challenges of Parents in Homeschooling Their Children.

To assess whether or not a relationship exists between the independent and dependent variables. The Pearson Product Moment of Correlation Coefficient measured how successfully two pairs of continuous variables were related to one another at the 0.05 level of significance. The correlation coefficients for each analysis were interpreted as follows: -0.5 to -0.25 (is for no relationship), -0.05 to -0.25 or 0.25 to 0.5 (is for fair degree of relationship), -0.75 to -0.05 or 0.5 to 0.75 (is for moderate relationship), and -1.0 to -0.75 or 0.75 to 1.0 (is for strong relationship).

RESULTS AND DISCUSSION

This chapter addresses the collection, investigation, and evaluation of information gathered from the survey to determine the Challenges of Technology Teacher Education Parents in In-flex Modality.

Table 2. Participants of the Study

Student's Parents/Guardians	Frequency	Percentage
From Drafting Technology	31	29.80
From Industrial Arts	34	32.70
From Home Economics	39	37.50
Total	104	100

The study's target population was parents or guardians of students in the 3rd Year Technology Education at Mindanao State University-Iligan Institute of Technology. The sample size is 104 people, with three significant courses (Drafting Technology, consisting of 31 students, Industrial Arts, composed of 34 students, and Home Economics, which consists of 39 students) (Table 2). Assists researchers in increasing time constraints when surveying with the help of "Raosoft Sample Calculator". The researchers will now acquire a minimum sample size of 86-104 respondents. The researchers can tolerate a 5% margin of error and a 95% confidence level, which is the same as the researchers' tolerance for uncertainty. The researchers will be considerably more likely to get an exact response than a more extensive sample if only a tiny percentage of the population responds.

CHALLENGES OF PARENTS HOMESCHOOLING THEIR TEENS

Maintaining Schedules

Table 3 presents the Mean and Standard Deviation distribution of the Respondents' responses to the challenges of parents homeschooling their teens in maintaining schedules. As shown in the table, the third statement, " My teen/s sleep is affected because of the amount of academic work they have." got the highest mean of 3.1731 and a standard deviation of .70287, with the degree of response experienced in terms of adhering to a schedule, demonstrating that the respondent's sleeping schedule is affected by the amount of academic work their teen/s have. The first statement, " I have trouble balancing my daily schedules in my work between my teen/s education." has the lowest mean of 2.6923 and a standard deviation of .76421, with the degree of response experienced in maintaining the schedule. It demonstrates that balancing work and their teen/s education can impact respondents' schedules. Maintaining Schedule on the challenges of parents homeschooling their teens received a weighted mean of 2.96152, an overall standard deviation of 0.725994, and a degree of response from an experienced maintaining schedule. Using the information in Table 3 demonstrates that the respondent strongly agrees that they have faced challenges in sticking to a schedule, emphasizing the importance of planning and scheduling.

Baines (2007) discusses initiatives being launched to extend the school day, increase homework, integrate technology, and require more high-stakes testing. More time in school will result in wiser, better-educated kids who will help govern the country. You won't know whether you're reaching goals until you have a particular strategy with a specified intended new deadline that defines the result. This is most visible in revenue targets, but ideals permeate all aspects of your organization. After all, money generated by selling and promotions are examples of additional activities, manufacturing, and delivery skills. Daily planning is an excellent approach to staying in line with the actions that can guarantee great results. Xu et al. (2014) discuss how time management was favorably connected with motivation monitoring, study environment organization, peer- and learning-oriented motives for doing homework, and family homework assistance. When stepping ahead of the workplace, including completing as many tasks as feasible, there are no methods to tell when they are making good use of their time. When not blocking and managing the time, it's easy to get sidetracked by spontaneous phone calls and meetings.

Keeping a schedule maintains track of weekly activities and chores. A weekly program covers everything needed and allows us to figure out when to do it. It also allows us to check how much time is left. This will show how to make a suitable weekly schedule.

Table 3. Challenges of parents homeschooling their teens in terms of Maintaining Schedules.

A. Maintaining Schedules	Mean	SD	Degree of Response	Interpretation
1. I have trouble balancing my daily schedules between my teen/s education.	2.69	0.76	Experienced	To a great extent
2. I worry about my teen/s daily routine because it is somehow disrupted extensively.	2.90	0.74	Experienced	To a great extent
3. My teen/s sleep is harmed due to the number of school studies and work.	3.17	0.70	Experienced	To a great extent
4. I believe that academic work consumes most of my teen's time, preventing them from participating in other things they like.	3.02	0.67	Experienced	To a great extent
5. I give/plan a chores schedule for my teen.	3.00	0.74	Experienced	To a great extent
Weighted Mean	2.96	0.72	Experienced	To a great extent

Difficulties faced by the Parents in keeping their Children's focus

Table 4 presents the Mean and Standard Deviation distribution of the Respondents' responses to the challenges of parents homeschooling their teens in terms of Difficulties faced by the Parents in keeping their Children's focus. As shown in the table, the second statement, "I think a mobile phone is necessary for my teen at all times, especially in online learning," received the highest mean of 3.4519 and a standard deviation of .62130, with the degree of response highly experienced in terms of Difficulties faced by Parents in keeping their Children's focus, demonstrating that respondents believe their teenagers needs a mobile phone at all times, especially when learning online. The first statement, " I help my teen with their homework, to reduce academic stress and gain focus." has the lowest mean of 2.5192 and a standard deviation of 0.91355, with the degree of response experienced in terms of Difficulties faced by Parents in keeping their Children's focus. It demonstrates that parents assisting their teenagers with homework can reduce academic stress and help their children focus. The category of difficulties faced by the parents in keeping their children's focus on the challenges of parents homeschooling their teens received a weighted mean of 2.8442, with an overall standard

deviation of 0.72423, and a degree of response as experienced difficulties faced by the parents in keeping their children's focus. Using the information in Table 4 demonstrates that the respondent strongly agrees that they have faced challenges balancing their teenager's phone usage limit and giving their full attention to keep their children focused. Mobile phones may have been necessary for teenagers, but a lack of guidance may have caused them to divert their attention from academics.

Table 4. Mean and Standard Deviation results of the Respondent's responses on the challenges of parents of homeschooling their teens in terms of Difficulties faced by the Parents in keeping their Children's focus.

B. Difficulties faced by the Parents in keeping their Children's focus	Mean	SD	Degree of Response	Interpretation
I help my teen with their homework to reduce academic stress and gain focus.	2.51	0.91	Experienced	To a great extent
I think a mobile phone is necessary for my teen, especially in online learning.	3.45	0.62	Highly Experienced	To a very great extent
I think my teen can focus entirely on academic work when doing it at home rather than in school.	2.52	0.70	Experienced	To a great extent
My teen/s technology causes a loss of focus.	2.94	0.69	Experienced	To a great extent
My level of confidence in my ability to meet my teen/s learning needs.	2.77	0.68	Experienced	To a great extent
Weighted Mean	2.84	0.724	Experienced	To a great extent

According to Nikolopoulou (2020) The role of Educational Technology in the Classroom. Laptops, tablets, and cellphones are commonplace in society, college campuses, and classrooms. Most college students bring and utilize laptops in class. In many respects, the pervasiveness of these gadgets has benefited higher education—students may now answer instantly to online surveys, collaborate in real-time on written work, and engage with a variety of media more freely than ever before. Chitakunye and Takhar (2014) said that technology gadgets change eating habits. The meaning of family quality time is constantly shifting due to digital media technology, leading to a loss of focus and fewer interactions. According to Kurtzberg and Gibbs (2017), staying connected without losing focus explains the nuances of what this addiction stems from—considering both societal and technological factors—and identifies both the invaluable opportunities and the counterproductive consequences of living in our technology-enabled, instant-access-to-everything world.

However, the prevalence of technology in today's society is more significant than ever before. Every second, someone checks their email, newsfeed, or the most current Facebook updates. Many people find it difficult to finish one work at a time in a continuously online society. It might not be easy to maintain concentration when you have the option of opening many browser windows or clicking from one screen to the next.

In a contemporary twenty-first-century world, being unable to connect with devices is regarded as a disadvantage. The increasing number of digital distractions, such as email, social media, and so on, can make it difficult to focus on just one activity. People nowadays choose to utilize technology instead of doing their work since it is perceived as an escape that leaves the user feeling more comfortable (Hardy). Because of the amount of time we spend gazing at displays, these electronic gadgets have altered our thinking.

Engaging in Creative activities with the child that affects both parties positively.

Table 5 presents the Mean and Standard Deviation distribution of the Respondents' responses to the challenges of parents homeschooling their teens in terms of Engaging in Creative activities with the teen that positively affect both parties. As shown in the table, the first statement, "I teach religious and spiritual teachings to my teen/s." got the highest mean of 3.0577 and a standard deviation of 0.76103, with the degree of response experienced in terms of Engaging in Creative Activities with the Teen that Affects Both Parties Positively, demonstrating that the respondent's religious and spiritual teachings to their teen/s benefit both parties. The fourth statement, "I discuss my teen/s emotional and academic needs with them regularly." has the lowest mean of 2.6346 and a standard deviation of .87086, with the degree of response experienced in engaging in creative activities with the teen that affects both parties positively. It demonstrates that only a few families are willing to discuss emotional and academic needs regularly. The category engaging in creative activities with the teen that affects both parties positively on the challenges of parents homeschooling their teens received a weighted mean of 2.84614, with an overall standard deviation of 0.79564, and a degree of response experienced engaging in creative activities with the teen that affects both parties positively. Using the data in Table 5, the respondent strongly agrees that they engage in creative activities by sharing religious and spiritual teachings with their teen/s.

According to Chamrathirong et al. (2010), parental monitoring activities impact their teens' spiritual traditions and behaviors and the avoidance of teenage health behaviors. Spirituality is defined as a sense of balance and completeness and being mindful in how we treat the environment and ourselves, engaged in genuine connection with others, and filled with wonder and reverence for the "big mystery." Spiritual needs are human and indisputable, regardless of religion. McClintock et al. (2019) discuss spirituality as a critical resilience component for stress and its consequences. Spirituality may have a role in attenuating brain responses to stress responsivity, regulating mood during stress exposure, and preventing and reducing stress-related psychopathology. According to Zoogman et al. (2015), Mindfulness meditation has been a good strategy for

adolescent indications of anxiety and depression, with contextual indicating modest outcome measures. Overall, mindfulness activities were beneficial and a viable therapeutic modality for teenagers.

Table 5. Challenges of parents of homeschooling their teens in terms of Engaging in Creative activities that positively affect both parties.

C. Engaging Creative activities with the child that affects both parties positively	Mean	Standard Deviation	Degree of Response	Interpretation
I teach religious and spiritual teachings to my teen/s.	3.0577	.76103	Experienced	To a great extent
I encourage my teen to participate in extracurricular activities to relieve stress.	2.8750	.73323	Experienced	To a great extent
I spend enough time with my teen per day.	2.7115	.78423	Experienced	To a great extent
I discuss my teen/s emotional and academic needs with them regularly.	2.6346	.87086	Experienced	To a great extent
I engage in meals together with my teen/s.	2.9519	.82885	Experienced	To a great extent
Weighted Mean	2.84614	0.79564	Experienced	To a great extent

In times of stress, spirituality provides a person with something to lean on: knowing that they are not alone. Spiritual stunting may permanently harm a child, leaving them with a brittle sense of self and a lack of resiliency. On the other hand, spiritually infused children develop into people who may have a sense of calling in their profession, value human connections, and perceive disasters as opportunities. Without, children build their self-esteem via success, are eager to please others, feel alone in the world, and are fatalistic about failures and losses. Neglecting a child's sense of truth, justice, or mystery may lead to them expressing their terrors and sorrow in ways that hurt society, such as violence towards others and oneself.

The significant relationship between the respondent's profile and the challenges parents homeschooling their teens in terms of Maintaining Schedules

As shown in Table 6, the Pearson Moment Correlation results in a significant relationship between the best description of the household, children living in the household, relationship to the homeschooled teen(s) in the household, primary responsibility for managing your teen(s) homeschooling and support, Parent(s) / Guardian(s) - Educational Attainment, Parental Employment Status, Own Device, Internet access at home, Internet access at home (wireless), Primary connection of wireless network in terms of Maintaining Schedules.

Table 6. Pearson Moment Correlation results in the significant relationship between the respondent's profile and the challenges of parents homeschooling their teens in maintaining schedules.

Variables	N	Correlation	Sig.	Decision		Interpretation
No. Parents/Guardian	104	-.735(**)	.0004	significant	Reject null hypothesis	Moderate relationship
No. Children	104	-.852(**)	.0001	significant	Reject null hypothesis	strong relationship
Type of Relationship with students	104	-.825(**)	.0002	significant	Reject null hypothesis	strong relationship
Primary responsibility for managing your teen(s) homeschooling and support	104	-.860(**)	.0001	significant	Reject null hypothesis	strong relationship
Educational Attainment	104	-.794(**)	.0004	significant	Reject null hypothesis	strong relationship
Parental Employment Status	104	-.851(**)	.0001	significant	Reject null hypothesis	strong relationship
Availability of learning Devices	104	-.851(**)	.0001	significant	Reject null hypothesis	strong relationship
Internet access at home	104	-.738(**)	.0004	significant	Reject null hypothesis	Moderate relationship
Internet access at home wireless	104	-.784(**)	.0004	significant	Reject null hypothesis	strong relationship
Primary connection of wireless network	104	-.735(**)	.0004	significant	Reject null hypothesis	Moderate relationship

** Correlation is significant at the 0.01 level (2-tailed).

The table above shows that the variable in Best describes household correlated with $-.735(**)$, and a significance of $.0004$ indicated a significant relationship. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality. The variable in Children living in the household with a correlation of $-.852(**)$ has a significance of $.0001$, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality.

Furthermore, the variable in Relationship to the homeschooled teen(s) in the household with a correlation of $-.825(**)$ has a significance of $.0002$, which is indicated to have a significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality. The variable in Primary responsibility for managing your teen(s) homeschooling and support with a correlation of $-.860(**)$ has a

significance of .0001 indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality.

In addition, the variable in Parent(s) / Guardian(s) - Educational Attainment with a correlation of $-.794^{**}$ has a significance of .0004, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality.

Similarly, the variable in Parental Employment Status with a correlation of $-.851^{**}$ has a significance of .0001, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality. The variable in Own Device with a correlation of $-.851^{**}$ has a significance of .0001, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality.

The variable in Internet access at home with a correlation of $-.738^{**}$ has a significance of .0004, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality. The variable in Internet access at home wireless with a correlation of $-.784^{**}$ has a significance of .0004 indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality. The variable in Primary connection of wireless network with a correlation of $-.735^{**}$ has a significance of .0004 indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality.

The result provided in the table helped the researchers identify the factors that can affect the challenges of parents homeschooling their teens in terms of Maintaining Schedules in the In-flex Modality. We can see a significant relationship between the socio-demographic profile of the parents and their ways of homeschooling their teens in terms of Maintaining Schedules in In-flex Modality. Teolis (2020) The findings revealed the effect that this activity level has on children, especially on the growth and maintenance of family rituals, routines, and relationships. Additionally, Putri et al. (2020) stated that parents are becoming increasingly concerned with the rise of the internet and its increased access to materials. As society has progressed, yesterday's family has begun to

reflect new conventions, rituals, and routines. Currently, the organization of families varies, as does the quantity of time spent as a family. Paudel (2021) indicated that internet education could be a viable alternative to traditional education. As a result, if a mixed strategy is used, the educational process will be more effective and successful.

The teen may discover that leaving things till the last minute implies that an unforeseen sickness, emergency, or difficulty will prohibit the teen from completing the task/s. Future job or college teachers are unlikely to accept late work—or the excuses that come with it. Teenagers who do not master orderliness and planning ability have a high probability of becoming lifelong procrastinators. And putting things off up until the final hour of work to acquire items might lead to difficulties ranging from high-stress levels to relationship troubles.

The significant relationship between the respondent's profile and the challenges of parents homeschooling their teens in terms of Difficulties faced by the Parents in keeping their Teens focused

As shown in Table 7, the Pearson Moment Correlation results in a significant relationship between the best description of the household, children living in the household, relationship to the homeschooled teen(s) in the household, primary responsibility for managing your teen(s) homeschooling and support, Parent(s) / Guardian(s) - Educational Attainment, Parental Employment Status, Own Device, Internet access at home, Internet access at home (wireless), Primary connection of wireless network in keeping their Teens focus.

The table above shows that the variable in Best describes household correlated with $-.643(**)$, and a significance of $.0005$ indicated a significant relationship. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on the In-flex Modality. The variable in Children living in the household with a correlation of $-.840(**)$ has a significance of $.0001$, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on In-flex Modality. The variable in Relationship to the homeschooled teen(s) in the household with a correlation of $-.775(**)$ has a significance of $.0004$, which is indicated to have a significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on In-flex Modality.

Furthermore, the variable in Primary responsibility for managing your teen(s) homeschooling and support with a correlation of $-.918(**)$ has a significance of $.0000$ indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens

focused on In-flex Modality. The variable in Parent(s) / Guardian(s) - Educational Attainment with a correlation of $-.765^{**}$ has a significance of $.0004$, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on In-flex Modality.

Table 7. Pearson Moment Correlation result in the significant relationship between the respondent's profile and the challenges of parents homeschooling their teens in terms of Difficulties faced by the Parents in keeping their Teens focused.

Variables	N	Correlation	Sig.	Decision		Interpretation
Best describes household	104	$-.643^{**}$	$.0005$	significant	Reject null hypothesis	Moderate relationship
Children live in the household	104	$-.840^{**}$	$.0001$	significant	Reject null hypothesis	strong relationship
Relationship to the homeschooled teen(s) in the household	104	$-.775^{**}$	$.0004$	significant	Reject null hypothesis	strong relationship
Primary responsibility for managing your teen(s) homeschooling and support	104	$-.918^{**}$	$.0000$	significant	Reject null hypothesis	strong relationship
Parent(s) / Guardian(s) - Educational Attainment	104	$-.765^{**}$	$.0004$	significant	Reject null hypothesis	strong relationship
Parental Employment Status	104	$-.850^{**}$	$.0001$	significant	Reject null hypothesis	strong relationship
Own Device	104	$-.674^{**}$	$.0005$	significant	Reject null hypothesis	Moderate relationship
Internet access at home	104	$-.741^{**}$	$.0004$	significant	Reject null hypothesis	strong relationship
Internet access at home wireless	104	$-.698^{**}$	$.0005$	significant	Reject null hypothesis	Moderate relationship
Primary connection of wireless network	104	$.982^{**}$	$.000$	significant	Reject null hypothesis	strong relationship

** Correlation is significant at the 0.01 level (2-tailed).

In addition, the variable in Parental Employment Status with a correlation of $-.850^{**}$ has a significance of $.0001$, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on In-flex Modality. The variable in Own Device with a correlation of $-.674^{**}$ has a significance of $.0005$, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on In-flex Modality.

Similarly, the variable in Internet access at home with a correlation of $-.741^{**}$ has a significance of $.0004$, indicated to have significant relation. It rejects the null hypothesis

that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on In-flex Modality. The variable in Internet access at home wireless with a correlation of $-.698^{**}$ has a significance of $.0005$, indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on In-flex Modality. The variable in Primary connection of wireless network with a correlation of $.982^{**}$ has a significance of $.000$ indicated to have significant relation. It rejects the null hypothesis that states that there is no significant relationship between the socio-demographic profile of the demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focused on In-flex Modality.

The result provided in the table helped the researchers identify the factors that can affect the challenges of parents homeschooling their teens in keeping their Teens focused on In-flex Modality; we can see a significant relationship between the socio-demographic profile of the parents and their ways of homeschooling their teens in keeping their Teens focus in In-flex Modality. Mills (2016) has said that parents and policymakers are worried about the consequences of being "constantly online" on emotional and social development. However, Anderson & Jiang (2018) discovered that most teenage feelings concern this response: "I believe that social media can make individuals my age feel less lonely or alone." It offers an environment in which you could communicate with others." Still, as smartphone availability has increased, many teenagers use the internet on a near-constant basis. When people appear to be happier when browsing through their media feeds, millennials admit to being easily distracted and criticize tech companies for pushing them to use smartphones more frequently, as noted by Fowler et al. (2020). Many youths believe social media has had a generally beneficial impact, but they also experience stress due to connectivity and connection with others. Most teenagers believe that social networking sites have a positive influence based on their moods.

Results imply that teenagers with better Interpersonal health have been less prone to affect what transpires on the social network platform. Still, others who were previously vulnerable to melancholy have their fears confirmed. Teens are distracted by social media from their responsibilities, such as schoolwork. Over the last year, social media has been under continual investigation. Parents may grow concerned about their teen's addiction to social media.

CONCLUSIONS

In this paper, the researchers sought to identify the challenges of Technology teacher education parents in in-flex modality. There are a variety of statutes that the parents have, and it is imperative to recognize them. The data revealed that either one of the parents could support the family financially. Notably, the larger the family size, the more difficult for both the relationship and development of parents and teens. However,

in connection with the respondents of the homeschooled teens, the majority are mothers. The researchers state that the mother is largely accountable for social connectedness and collaboration, especially for the children/teen's education and assistance. The researchers sought the parents' Educational Attainment, which mostly earned a degree at the College level. Knowing having a higher diploma opens up new chances for a person's work opportunities or employment. Researchers went out to find out what portable gadgets were being utilized, and it turns out that cellphones and laptops have the most popularity in aiding online learning. Having Internet access/connection at home is highly useful since it allows us to have efficient mass media communication and information. There are also a variety of ways to gain access if handicapped. Some of these include using a wireless, as well as data usage.

The research revealed that mobile phones are most needed, especially for teens' online learning. However, it was also discovered that adolescents' excess usage of technology is the reason for their loss of attention. Researchers found that respondents usually urge their teens to do extracurricular activities to relieve stress, like demonstrating religious and spiritual lessons to their teen(s), which is beneficial to both parties. While recognizing the obstacles parents face in the current circumstances, parents are still finding methods to help their teenagers flexibly. If parents and teachers do not work together to promote the best interests of their children, education might fail.

RECOMMENDATIONS

As a result of this study's findings and conclusions, the following suggestions are made. Since the parents' challenges were identified and proven, parents should incorporate their support to maintain quality education for the teens and help them build a relational understanding of the difficulties faced. Interesting aspects mentally, physically, and emotionally to the teens through talks as an inquiry-based on found challenges in parents. Executives have pushed for it, and educators have embraced it to enhance the in-flex education system. Other research with more participants may be done to substantiate the study's findings.

IMPLICATIONS

A better financial status and less financial stress for the family when both parents work. A larger family size may result in fewer interactions but more self-sufficiency and greatly promote personal growth. Parents with fewer children can have more time and resources to dedicate to other parts of their lives and society. Parents must balance limiting their teenagers' phone usage and giving them their full attention to keep their children engaged. Parents should encourage their teenagers to participate in worthwhile and exciting activities. Parents and teachers must collaborate to promote the best interests of their children's education.

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