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Implementation of Home-Based Instructional Support of Parents with Children Having Intellectual Disabilities During the Covid-19 Pandemic

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Abstract

This study aims to determine the implementation of home-based instructional support for parents with children with intellectual disabilities (ID) during the COVID-19 pandemic in the Division of Toledo City. In addition, this study utilized a descriptive correlational design, which involved 6 teachers and 23 parents with children with intellectual disabilities. The respondents were selected using a purposive sampling technique. Survey questionnaires were the instruments used in this study. Research findings showed that the performance of children with ID using their fine motor skills was Very Worthy. Moreover, the level of acceptability of the Strategic Intervention Materials (SIM) as perceived by the parents and teachers was Very Acceptable. On the other hand, results revealed that the performance of children with ID using their fine motor skills has no significant relationship with the profile of the respondents. The level of acceptability of the SIM as perceived by the teachers and parents and the performance of children with ID using their fine motor skills when grouped by its ID classification do not significantly differ from each other. It is concluded that the implementation of home-based instructional support for parents with children with intellectual disabilities was well-implemented. Hence, the enhancement plan for SIM is adopted to sustain the effectiveness of the intervention materials.

Keywords: Special Education, Strategic Intervention Materials for Children with Intellectual Disability, Implementation of Strategic Intervention Materials, Descriptive-Correlational Design, Cebu Province

1. Introduction

The COVID-19 pandemic has brought significant changes in the lives of the learners. The effect of the pandemic on the country has been manifested physically, emotionally, and mentally(Aperribai et al., 2020). During this time, the Committee on the Rights of the Child conducted a series of meetings with all nations to assess the situation and immediately discuss threats brought by the pandemic(Pramling Samuelsson et al., 2020). The Department of Education (DepEd) is directed to uphold and promote the right of all citizens to quality education. (Cruz & Ormilla, 2022; Palingcod, 2022) Hence, the DepEd took the necessary procedures to ensure that education is within reach and affordable to all, especially children.

The Basic Education Learning Continuity Plan (BE-LCP) adopted DepEd Order No. 12, series of 2020, as the roadmap of the DepEd using a participatory approach as a guide on how to provide education during the pandemic while protecting the health, ensuring the safety, and welfare of all learners, teachers, and personnel of DepEd (Sabacajan & Moradods, 2023). The BE-LCP ensures learning continuity and sensitivity to equity considerations and concerns of the young learners and endeavours to address them the best the DepEd can.

In the Division of Toledo City, providing the kind of set-up in educating the students with special needs is very challenging, exceptionally accommodating the basic needs in terms of education. No specific needs will meet the demands of these children with intellectual disabilities. In this regard, the researchers see this as a gap that needs to be bridged. One of the researchers acknowledged that no learning materials are used to address the instructional needs of these children with ID. Even though they have special needs, it is not fitting to say they will be secluded. They need fair and equal access to education like those in the same age bracket.

The researchers would like to look into appropriate learning material crafted by teachers and other educational experts and guidance of the parents, which will help these students to achieve at least a little progress that will move them to master specific skills. Later, they can apply these skills to cope with life. In addition, the researchers believed that a learning resource called "Strategic Intervention Learning Material" would help them master their least learned skills.

2. Objectives

This study determined the implementation of home-based instructional support for parents with children having intellectual disabilities during the COVID-19 pandemic in the Division of Toledo City. Findings were used to enhance the Strategic Intervention Material (SIM) for parents' use. Specifically, this sought answers to the questions regarding the demographic profile of the respondents in terms of child's ID classification, age, and gender; civil status; number of children; parents' highest educational attainment; sources of income; and estimated combined family monthly income; the performance of children with ID using their fine motor skills in terms of Scribbling; Tracing; Drawing; and Coloring; level of acceptability of the SIM based on the perception of the parents and teachers in terms of Content; Functionality; and Comprehensibility; significant relationship between the profile of the respondents and the performance of children with ID using their fine motor skills; the significant difference between the level of acceptability of the SIM based on the perception of the teachers and parents; and a significant difference in the performance of children with ID using their fine motor skills when grouped by its classification.

3. Methods

This research utilized a descriptive correlational design to describe if the Strategic Intervention Material used has a significant relationship to their performance upon using their fine motor skills. Further, this explored the substantial difference in the acceptability of the SIM to the perception of teachers, parents, and students' performance when grouped according to classification.

Moreover, the respondents of this research were selected using purposive sampling. There were 6 teachers and 23 parents with children with intellectual disabilities. The parent respondents participated in part two of the instrument that focused on their perceptions of the Strategic Intervention Material (SIM).

The instrument used in this research was adapted from the study of Fuller (2020). The modifications of the questionnaire includes the demographic profile, rubrics, and the Strategic Intervention Material to fit the study. Moreover, the survey questionnaires used have three parts. The first part itemized the different demographic

profiles of the learners in which their parents or guardians were the ones to answer. The second part used a rubric that measured the fine motor skills of the different intellectually disabled learners. The third part dealt with the parents' and teachers' perception of the acceptability level of the Strategic Intervention Material.

Furthermore, this study undergoes 4 phases in the data-gathering procedure to answer the sub-problems. During the first phase, the researchers sought approval from the head of the institution before conducting the Strategic Intervention Learning Material for learners with an intellectual disability. Then performed an orientation to the learner-respondents' parents or guardians, elaborated the study's purpose, and ensured their full support and cooperation. In the second phase, after conducting a Strategic Intervention Learning Material assessment, the researchers analysed the acceptability level of Strategic Intervention Learning Material. In the third phase, after data gathering of the two variables, analyses of the significant relationship between the fine motor skills in the identified least learned competencies students and the acceptability level of Strategic Intervention Material. Lastly, the fourth phase is relevant to the findings of the study, which lead to the creation of enhancement plans.

Gathered data were treated using frequency and simple percentage, Weighted Mean, Chi-Square, t-Test, and ANOVA. Frequency and Simple Percentage were utilized to display and explain the demographic profile of the learners in the table in terms of the parent's combined income, the number of children, educational attainments, and percentages of each learner's profile is determined to describe them quantitatively. Weighted Mean were used to compare the mean values of the criteria and indicators in the two variables: fine motor skills performance of the students and the acceptability level of Strategic Intervention Material. Chi-Square was used to examine whether there is a significant association between the students' fine motor skills and the Strategic Intervention Material's acceptability level. Moreover, the T-test for independent samples was used to analyse the significant difference between the level of acceptability of SIM and the perceptions of the teachers and parents and the significant difference in the performance of children with ID using their fine motor skills when grouped by its ID classification. Lastly, ANOVA is used to test if the mean of two or more groups is significantly different.

4. Results

This section presents the data gathered regarding the demographic profile of the respondents, the performance of children with ID using their fine motor skills, the level of acceptability of the SIM based on the perception of the parents and teachers, the test of significant relationship and test of significant difference between identified variables.

Table 1
Profile of the Respondents
(n = 23)

	Frequency	Percentage
A. Child ID Classification		
Mild	3	13.04
Moderate	20	86.96
B. Age [in years]		
26 - 30	1	4.35
31 - 35	16	69.57
36 - 40	3	13.04
More than 40	3	13.04
Mean: 34.96 StDev: 3.70		
C. Gender		
Female	15	65.22
Male	8	34.78
D. Civil Status		
Live-in	3	13.04
Married	12	52.17

Single	8	34.78
E. Number of Children		
1 - 3	15	65.22
More than 3	8	34.78
Mean: 3.61		
StDev: 2.19		
F. Highest Educational Attainment		
Elementary Level	8	34.78
Elementary Graduate	0	0.00
High School Level	5	21.74
High School Graduate	7	30.43
College Level	3	13.04
G. Sources of Income	**Frequency**	**Rank**
Salary	23	1
Business	2	3
Rental Property	3	2
H. Combined Family Income (in PHP)		
Less than 9,520	18	78.26
9,520 - 38,080	2	8.70
38,080 - 66,640	3	13.04

Child's ID Classification. As shown in Table 1, most children have moderate ID (20 or 86.96%). Also, it shows three children (13.04%) having a mild ID.

Age and Gender. As to the ages of the parent respondents, the study shows that the age bracket of 31 to 35 years old got the highest frequency of 16 or 69.57% of the respondents. Also, the table presents the mean age of 34.96 years old with a standard deviation of 3.70.

As to the gender of the respondents, the study shows that 15 or 65.22% of the respondents were females. While there are 8 or 34.78% of them were males.

Civil Status. The study shows that 12, or 52.17%, of the respondents were married, and eight, or 34.78%, were single.

Number of Children. As to the number of children, the study shows that the majority of the respondents have 1 to 3 children (15, 65.22%) with a mean of 3.61 and a standard deviation of 2.19.

Parents' Highest Educational Attainment. About eight, or 34.78% of the respondents, are elementary level. Seven respondents (30.43%) are high school graduates.

Sources of Income. The study shows that salary is the major source of their income (ranks 1), rental property (ranks 2), and business (ranks 3).

Combined Family Income. Most respondents have a combined monthly family income of less than P 9,520 (18 or 78.26%).

Table 2
Performance of Children with ID Using Their Fine Motor Skills
(n = 23)

Indicators	Mean	Interpretation
A. Scribbling	4.80	Very Worthy
B. Tracing	4.60	Very Worthy
C. Drawing	4.35	Very Worthy
D. Coloring	4.50	Very Worthy
Aggregate Mean:	**4.56**	**Very Worthy**

Range:

1.00-1.79 Least Worthy; 1.80-2.59 Less Worthy; 2.60-3.39 Worthy;

3.40-4.19 Moderately Worthy; 4.20-5.00 Very Worthy

The table shows that the indicator, Scribbling, got the highest mean of 4.80 (Very Worthy). While the indicator, Drawing, got the lowest mean of 4.35 (Very Worthy). Overall, the performance of the children with ID using their fine motor skills is 4.56 (Very Worthy).

Table 3
Respondents' Perceptions in the Use of SIM
(n = 23)

Indicators	Parents		Teachers	
	Mean	Interpretation	Mean	Interpretation
A. Content	4.66	Very Acceptable	4.50	Very Acceptable
B. Functionality	4.73	Very Acceptable	4.43	Very Acceptable
C. Comprehensibility	4.71	Very Acceptable	4.47	Very Acceptable
Aggregate Mean	**4.70**	**Very Acceptable**	**4.47**	**Very Acceptable**

Range:

1.00-1.79 Least Acceptable; 1.80-2.59 Less Acceptable; 2.60-3.39 Acceptable;

3.40-4.19 Moderately Acceptable; 4.20-5.00 Very Acceptable

The study revealed that the aggregate mean of both parents and teachers is 4.70 (Very Acceptable) and 4.47 (Very Acceptable), respectively. Overall, the perception of the respondent groups regarding the content, functionality, and comprehensibility of using SIM is 4.47 (Very Acceptable).

TEST OF SIGNIFICANT RELATIONSHIP

The study hypothesized that the profiles of the respondents have a significant relationship with the performance of children with ID using their fine motor skills. Table 4 presents the results.

Table 4
Relationship between the Profile of the Respondents and the Performance of Children with ID Using their Fine Motor Skills
(alpha = 0.05)

Variables	Chi-Square	Df	Critical Value	Significance	Result
Performance of Children with ID Using their Fine Motor Skills and					
Age	1.509	6	12.592	Not Significant	Ho Accepted
Gender	2.942	2	5.991	Not Significant	Ho Accepted
Civil Status	3.785	4	9.488	Not Significant	Ho Accepted
Number of Children	1.840	2	5.991	Not Significant	Ho Accepted
Highest Educational Attainment	6.177	6	12.592	Not Significant	Ho Accepted
Combined Monthly Income	0.958	4	9.488	Not Significant	Ho Accepted

The study reveals that the performance of children with ID using their fine motor skills has no significant relationship with the profile of the respondents. The computed Chi-square values are significantly lesser than its critical values.

TEST OF SIGNIFICANT DIFFERENCE

Also, it was hypothesized that the level of acceptability in using SIM of the teacher and parent respondents significantly differed. Table 5 presents the results.

Table 5
Test of Significant Difference between the Level of Acceptability of the SIM-Based on the Perceptions of Teachers and Parents
(alpha = 0.05)

Respondents	N	Mean	StDev	t-value	p-value	Significance	Result
Parents	23	4.704	0.629				
				0.67	0.530	Not Significant	Ho Accepted
Teachers	6	4.467	0.813				

The table reveals that the level of acceptability of the strategic instructional materials perceived by the teachers and parents is similar. With a computed t-value of 0.67, its p-value is significantly higher than 0.05, which means that the perceived values from teachers and parents do not differ from each other.

Table 6

Test of Significant Difference on the Performance of Children with ID Using Their Fine Motor Skills When Grouped by its Child ID Classification

(alpha = 0.05)

Variables	df	SS	MS	F-value	P-value	Significance	Result
Between Group	1	0.038	0.038	0.16	0.698	Not Significant	Ho Accepted
Within Group	18	4.446	0.247				
Total	19	4.484					

The table reveals that the performance of children with ID using their fine motor skills when grouped by their ID classification does not significantly differ. The computed p-value of 0.698 is significantly higher than the critical value of 0.05.

5. Discussion

Children with Intellectual Disability (ID) have considerable problems in intellectual functioning and adaptive behavior, yet they can manage their fine motor skills. Children with ID have deficits in cognitive development (Grigorenko et al., 2020) and lack skills in various domains such as friendship, emotions, cognition, psychosocial status, language, and activities (Kang & Chang, 2019).

The profile of the respondents reveals that most of the children have moderate ID (20 or 86.96%), aged 31 to 35 years old (16, 69.57%), females (15, 65.22%), married (12, 52.17%), having children 1 to 3 (15, 65.22%), elementary level (8, 34.78%), and have a combined monthly family income of less than P 9,520 (18 or 78.26%).

Furthermore, the performance of children with ID using their fine motor skills reveals that Scribbling got the highest mean of 4.80 (Very Worthy), and the perceptions of parents and teachers about the level of acceptability of SIM were Very Acceptable.

Children with ID significantly impact the living standard of the family members. It is established that ID has an effect on the family economy, and it also affects the family significantly. According to (Bailey et al., 2021), ID can lead to the poverty of the family. The consequence of ID on the family income of children with ID is considered enormous, affecting the entire family's quality of life and education for the child with ID. The negative effect is limited to that alone. The sibling is equally, in most cases, affected negatively.(Adeleke et al., 2020)

Furthermore, children with ID have restricted motor abilities(Kokol et al., 2020; Korkusuz & Top, 2023; Özkan & Kale, 2023), which is a constant situation in these children because ID is a brain function impairment that impacts cognitive and motor skills. These fine motor abilities refer to how a youngster manipulates objects and uses his or her arms and hands. They have various physical issues that affect their motor skills because of this. A motor treatment is required, such as training the basic motor skills that substantially impact the development of more complicated skills, and parents can help by giving these children essential hands-on activities.

The study of Lee and Jeoung (2016) determined the relationship between motor skills and children's behavior problems with ID. He further found that the fine motor precision and integration had a statistically significant effect on assertive behavior. Manual dexterity showed a statistically significant effect on somatic complaints and anxiety or depression; bilateral coordination had a significant contribution on social problems, attention problems, and aggressive behavior. He further investigated the link between motor skills and behavioral difficulties in children with ID.

Fine motor precision and integration were found to have a statistically significant impact on aggressive behavior(Shanker & Pradhan, 2022). Bilateral integration had a statistically significant influence on social issues, attention problems, and aggressive behavior(Keykhahosseinpoor et al., 2020), while manual dexterity had a statistically significant effect on somatic complaints and anxiety/depression(Nakano et al., 2019). Balance had a significant influence on social difficulties and aggressive behavior, while speed and agility significantly influenced social problems and violent behavior. Coordination and strength of the upper limbs had a statistically significant impact on social issues. (Özkan & Kale, 2023)

Top (2023) looked at the differences in fine motor skills and attention levels among children with mild intellectual disabilities who attend inclusive classrooms and special education schools including the relationship between fine motor skills and attention levels. Children in inclusive classrooms had greater fine motor precision (FMP), fine motor integration (FMI), and attention than those in special education schools. In all criteria of the children in inclusive classes and special education schools, there was a positive link between attention and fine motor skill values(Bhat, 2020). The fact that children with mild ID attend school alongside typically developing peers benefits them more in terms of fine motor abilities and attention parameters. However, additional research is required in this area.

Fine motor skills, learning ability, and communication skills are all linked (Bhat, 2021). These findings point to a strong link between the cerebellum and brain functions, which are linked to learning and social behavior. The negative impacts of motor problems in children, particularly fine motor deficits, can lead to social and academic difficulties(Benarous et al., 2020; Ilardi et al., 2020). Obesity, social communication issues, low self-esteem, and poor academic performance are all symptoms of children with motor problems who shun physical activity(Riyanto & Syamsudin, 2021).

According to Xu et al. (2020), children with disabilities can benefit from a well-designed physical education program encouraging them to participate in inclusive physical exercise. However, only about a quarter of intellectually disabled pupils meet the current physical activity standards. Park et al. (2021) revealed a functional relationship between the participants' improved basketball shooting motor performance and the intervention. Up to 2 or 3 weeks after the intervention stopped, all three participants with relevant maintenance data maintained their chained motor performance; however, only one participant modestly improved nontargeted content learning.

The data also indicate that children with ID have considerable problems in intellectual functioning and adaptive behavior, yet they can manage their fine motor skills(Jansson et al., 2020). Children with ID have deficits

in cognitive development and lack skills in various domains such as friendship, emotions, cognition, psychosocial status, language, and activities.

Based on the data presented in the test of a significant relationship, the performance of children with ID using their fine motor skills has no significant relationship with the profile of the respondents. The computed Chi-square values are significantly less than its critical values. The data imply that the demographic profile of the respondents does not correlate with their performance using their fine motor skills. Furthermore, the data reveal that the level of acceptability of the strategic instructional materials as perceived by the teachers and parents are similar. With a computed t-value of 0.67, its p-value is significantly higher than 0.05, it means that the perceived values from teachers and parents do not differ from each other. Furthermore, the study hypothesized that the performance of children with ID in fine motor skills significantly differs when grouped by its child ID classification.

Moreover, the performance of children with ID using their fine motor skills when grouped by their ID classification does not significantly differ. The computed p-value of 0.698 is significantly higher than the critical value of 0.05. The data imply that the performances of children with ID using their fine motor skills do not differ.

6. Conclusion and Recommendation

Based on the study's results, the performance of children with ID using their fine motor skills has no significant relationship with the profile of the respondents. On the test of significant difference, the study reveals that the level of acceptability of the strategic instructional materials perceived by the teachers and parents and the performance of children with ID using their fine motor skills when grouped by its ID classification do not significantly differ, respectively. It is recommended that the strategic intervention material action plan be adopted.

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