

INFLUENCE OF FAMILY SIZE DURING BLENDED LEARNING

by:

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The main hurdle in distance learning is the home organization. After the routines and structures of a regular classroom have been prohibited due to the pandemic, it is not surprising that organizing the learning space is paramount to ensuring learning continuity. Students need a specific quiet place where they can concentrate, read, respond and be creative. Many families struggle to keep their children focused on distance learning challenges simply because the environment is challenging to focus on. Kitchen counters and children's rooms were once preferred for homework, but times have certainly changed. No more rushing homework between recreational activities and supper.

According to Feng (2020), family characteristics are widely recognized as an essential factor influencing children's education. Family is considered one of the most intense and influential relationships in a person's life. Therefore, the correlation between family size and academic performance during blended learning is evident. It suggests that as the family grows in size, parents are challenged to help with everything they need, which reduces their child's academic performance. Each family member has different needs, levels, and learning abilities. Therefore, family size dramatically impacts a child's academic performance. If there are multiple children, parents may not be able to concentrate on them individually. Elders may also support their younger brothers and neglect their education.

Hence, if the teachers and parents expect their children to sit and concentrate for long periods, they need to provide a comfortable space that will not distract them.

Complications always occur when siblings work nearby. Therefore, each child must have their workspace, comfortable seating, laptop or another device, necessary school supplies, and a desk or workbench. Parents should consider wrapping tables instead of bulky furniture tables when space is an issue.

In addition to working remotely, many parents have suddenly noticed that they have become homeschooling teachers at multiple grade levels and content areas. Parents should consider setting specific times for each child to report, seek help, and check work to avoid overwhelming. If possible, limit this "parenting" to 30 minutes per child. Parents should consult with the school or a specific teacher about a class or task they can no longer manage if they find that their child needs more help. To protect the 30-minute check-in period, encourage children to write down essential questions in advance and be prepared to clarify where and how they need help. Set a timer so that children can recognize that they are "on time" for their allotted time. After the time runs out, questions and problems should be forwarded to the teacher.

With more than one child withinside the house, coordination is fundamental to effective distance getting to know. Depending on every baby's age and needs, siblings can also want extra or much less time for movement, screen-unfastened getting to know, "mind breaks," etc. As lots as possible, attempt to set up widespread instances at some point of the day while youngsters damage from getting to know to maintain motivation, focus, and strength ranges up and running. According to Korir (2017), blended learning observes the impact of the number of family members and home learning resources on students' school performance. The effect of sibling size factors on a child's academic performance can be distorted downwards or upwards, depending on the cause of endogeneity.

References:

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