Parents' Views on Technology Utilization in the Learning Process: A Basis for Parents' Orientation

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Abstract

Background and Aim: The use of technology in education has advanced more rapidly due to COVID-19; it has been increasing in recent years. The pandemic has led to a greater shift toward adaptability in teaching, moving from face-to-face instruction to online and hybrid learning formats. This technology has become essential for students, as well as for parents and teachers. The Enhanced Basic Education Act of 2013, known as Republic Act No. 10533, establishes a legal foundation for a reformed educational system in the Philippines, focusing on quality, accessibility, and competitiveness within the global education framework. The crucial aspect of this demand is the incorporation of technology into the educational process to ensure that learning aligns with the requirements of the 21st century. Education is not only being enhanced through digital resources, online opportunities, and other new teaching materials, but it is also addressing current disparities in access, especially for students in remote and underserved areas. The study has explored the understanding of parents regarding the use of technology in the learning of their children and the attitudes, beliefs, concerns, and other factors that influence the development of the parent orientation program.

Materials and Methods: It was carried out using a descriptive correlational design using a sample size of 50 respondents in Tubod, Lanao del Norte, who are parents. A researcher created a questionnaire that was verified with the help of experts was used to gather the data. Descriptive statistics were used to summarize demographic and attitudinal variables, and Spearman correlation to test the relationship between parental attitude and the use of technology.

Results: The majority of respondents were married (74%) and lived in low-income households. Most respondents belonged to low-income households (less than 10,000 monthly, 64). A majority of them had attended high school (60%). The mean scores recorded in Beliefs and Attitudes (M = 3.64, SD = 0.65), Perception of Roles (M = 3.78, SD = 0.74), and Parenting Styles (M = 3.82, SD = 0.64) were high among parents. The score of the general feelings was positive (M = 3.75, SD =

0.60). There was a significant (statistically significant) correlation between parental attitudes and the use of technology (Spearman (r_s = 0.713), p < 0.001).

Conclusion: Parents showed positive attitudes toward education technology, attributing its use to motivation and success, but they were concerned about screen time and content quality. Results also emphasize the necessity of systematic orientation programs to reinforce parental guidance, make the use of technology developmentally appropriate, and enhance equal access. It is the findings that parental engagement is significant in promoting digital literacy and balanced technology immersion in early learning.

Keywords: Parents' Attitude; Use of Technology; Learning Process; Parent Orientation Program; Social Cognitive Theory; Technology Acceptance Model

Introduction

The coronavirus pandemic hastened the adoption in the education field across the globe as the usual classroom activities were changed to online and hybrid-based learning. This accelerated transition underlined the significance of digital tools to teachers and students as well as to families assisting the learning process at home. The Philippines has a policy framework of a quality-driven, globally competitive, and accessible educational system, and this is offered in the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). The main principle in this change is the use of technology to make sure that the learning process is in line with the requirements and responsive to the disparities in access, especially by underserved groups.

Although a lot of focus has been on schools and teachers in the implementation of technology-mediated learning, parents are also very important stakeholders. Their behaviors, values, and perceptions directly impact the use of digital resources by children and determine opportunities and limitations in the use of technologies. Although this research does not disprove the fact that parental involvement may be effective in boosting motivation and academic success, it has already been proven by previous researchers (Maxwell et al., 2021; Akgun, 2023; Pew Research Center, 2020) that screen time, the quality of content, and digital literacy are also issues. Nothing much is known, however, as regards how the Filipino parents, especially in the provincial setup, view their roles in facilitating the use of technology. This loophole impedes the establishment of orientation programs that may enhance parental capability to facilitate balanced and efficient technology integration.

This gap is filled by the current research that will analyze the perception of parents towards the use of technology in the learning process. In particular, it explores their attitudes, beliefs, and concerns, and the socioeconomic and educational aspects that influence their perspectives. The research paper is informed by the Social Cognitive Theory and Technology Acceptance Model, which collectively help in framing how parental dispositions affect the use of technology by children.

Objectives

This study was guided by the following objectives:

1. Analyze and understand parents' perspectives on the utilization of technology in the learning process.

2. Identify parents' attitudes, beliefs, and concerns regarding technology utilization, as well as the factors influencing their views.

3. Develop an orientation program tailored to guide parents in supporting their children's effective and balanced use of technology in education.

Literature review

The study of parental attitudes to technology in education has been growing over the last few years, especially following the COVID-19 pandemic. To contextualize the current research study, the literature has been grouped into four thematic areas: (1) parental attitudes and beliefs, (2) parental roles and parenting styles, (3) socioeconomic and cultural factors, and (4) technology use in early childhood and the Philippine context. This thematic synthesis identifies similarities and differences in the studies and explains the gap in the concept of this research.

Attitude and Beliefs of Parents.

A number of studies prove that parents tend to believe that technology is good for learning in children. Akgun (2023) employed a mixed-methods design that cited more than 400 guardians and discovered that parents expressed favorable sentiments towards using technologies, and they varied depending on age, profession, and schooling status. The same research by Sonnenschein et al. (2021) found that the American parents of preschoolers reported more literacy and less mathematics activity in remote learning, which is an application of selective beliefs regarding the area that technology offers the most. These results lead to the same conclusion that the parents acknowledge the motivational and educative power of technology, but also show the fears of the unequal development of skills and the necessity to balance them.

Parental Roles and Parenting Styles

In addition to the attitudes, the perceived role of parents and parenting styles influence the integration of technology at home. Sari, Suraijiah, and Hidayati (2024) highlighted that parental engagement in online platforms leads to cognitive, social, and emotional development of children. Their qualitative studies emphasized the role of collaboration between schools and parents in the guidance of technology use. This is in line with the Social Cognitive Theory, which highlights modeling and scaffolding as some of the tools used on children by their parents to shape their learning behaviors. Nonetheless, research also observes heterogeneity: other parents will become authoritative, supportive, and thus will promote exploration, whereas others will be skeptical or restrictive (Tomora, 2024). These variations indicate that there might be parenting styles that mediate the relationship between parental attitudes and real use of technology.

Socioeconomic and Cultural Elements

The views of parents are not homogeneous; they depend on socioeconomic background and culture. Akgun (2023) found that there were more considerable differences in technology perceptions by education level and time spent in front of the computer, and Tomora (2024) reported that there were cultural differences between Sidama parents, with one end having strong-support views and the other end having skeptical views. These results point to the fact that economic resources, digital literacy, and cultural values affect the access and acceptance of technology. Notably, sources are not all as rigorous, whereas peer-reviewed studies represent empirical evidence, anecdotal or cultural commentaries (e.g., popular articles) should be viewed with caution and differentiated from academic research.

Use of Technology in Early Childhood and the Philippine Situation.

It has always been observed in international studies that parents prefer technology to connect with children, but are concerned about screen time and the quality of content. Research is scant in the Philippine context, especially beyond the metropolitan regions. Available sources indicate that parental engagement plays a strategic role in both modular and blended learning, but there is limited literature on the role, attitude, and practices of parents in provincial settings. The existence of this gap promotes the importance of the empirical research that analyzes the perceptions of Filipino parents and connects them to quantifiable results in terms of the indicators of technology utilization.

Synthesis and gap

Combined, the existing studies show that parents usually have positive attitudes towards technologies, they see themselves as actively involved in making judgments about technology use, and adjust their parenting to some extent. These views are further influenced by socioeconomic and cultural considerations. Nevertheless, there are minimal studies that directly relate these dimensions, attitudes, roles, parenting styles, and contextual factors with actual measures of utilizing technology, especially in the Philippine context. In addition, parent orientation programs have hardly been designed based on empirical evidence on parental perceptions. To fill this gap, the current research aims to understand the attitudes, beliefs, and roles of parents in using technology, the effects of demographics, and suggest suggestions on how to improve orientation programs to enhance parental support in the education of early childhood.

Conceptual Framework

The Conceptual Framework of this study illustrates the relationship between parents' views and technology utilization in the learning process.

This is the schematic diagram that represents the relationship between the key variables of this study.
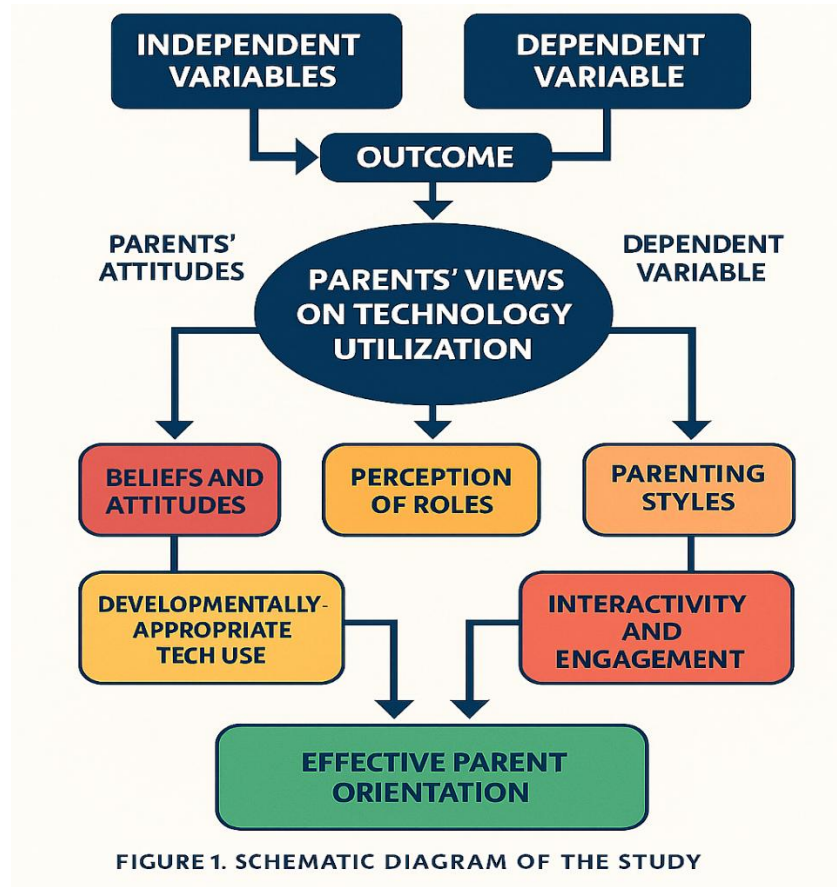

FIGURE 1. SCHEMATIC DIAGRAM OF THE STUDY

Methodology

In this study, a correlational research design was used, which is descriptive in nature. The design was selected as it describes the perceptions of parents regarding the use of technology and also investigates the potential associations of the perception with the chosen demographic variables like age, educational level, profession, and household earnings. The descriptive correlational method fitted the research since the study aimed to capture the naturally occurring perceptions and associations and did not control any variable. Though this design can be used in identifying relationships, it is not causal.

The sample size comprised parents who have children in a primary local school. A purposive sampling method was employed to ensure that the respondents were diverse regarding their age, education, and socioeconomic status. The sample size was calculated based on availability and the requirement to have adequate data to do a correlational analysis.

Descriptive/Inferential statistics were employed in analyzing the responses. Parents' views about the use of technology were summarized using descriptive statistics (frequency, percentage, mean, and standard deviation). The relationships between the views of parents and the demographic variables were tested with the help of correlational analysis (Pearson r and Spearman rho, which depend on the type of variables). Interpretation of the results was done to determine patterns and associations, and the focus here was to describe the strength and direction of the relationships as opposed to assuming causality.

The number of parents who participated was 50 (N = 50). Marital status: Married 74% (n = 37), Single 24% (n = 12), Widowed 2% (n = 1). Monthly household income: less than ₱5,000 30% (n = 15);

within ₱5,000 to ₱10,000 - 34% (n = 17); more than ₱10,000 - 36% (n = 18). Education: Elementary - 10 percent (n= 5); High school - 60 percent (n= 30); College -30 percent (n= 15).

The data were gathered using a paper survey that was distributed in schools and community centers. All of the participants gave informed consent. In conducting this study, the researchers did not compromise any of the ethical standards as they sought to preserve, defend, and protect all respondents. The following were the principles that guided the research:

Voluntary Participation. In this research, voluntary participation is noted, and no coercive, pressurizing, or obligatory methods of parental involvement were present. They were also assured that their decision (or non-decision) to participate or not would affect the relationship between their school and the researcher.

Informed Consent. The objectives, the procedures, the potential benefits, and the lowest risk to the participants of the study were clearly described to the participants before the data collection stage. Only after this information was completed, the participants signed their informed consent in a written version, and responded to the survey.

Confidentiality. The participants had a maximum level of confidentiality for all data gathered between them. To ensure that the data was not attached to any personal information, coding and anonymization of responses were carried out. The results were given in general terms, hence not allowing the recognition of specific personalities.

Right to Withdraw. The respondents were informed of their right to withdraw themselves at any time without penalty or negative consequences of the study. They were notified that any information that they might provide before withdrawal would not be part of the analysis in case they demand it.

Respect for Privacy. All the participants were not violated of their privacy since the researchers did not ask them questions that were more intrusive or sensitive than those demanded by the study. Data collection was done in a manner that did not infringe on the personal boundaries and comfort of the respondents. These moral values allowed the researchers to organize the study in a proper way and be impartial and respectful to the rights and welfare of all the respondents.

Results

In the demographic characteristics of the fifty parent respondents, most were married (74 percent or n = 37), although 24 percent (n = 12) were single parents and 2 percent (n = 1) were widowed. The majority of the families had monthly incomes that were lower than ₱10,000 (64 percent, n = 32), indicating that the families might be economically disadvantaged, which could mean that they were unable to have access to digital devices and internet access. With respect to education, 60% (n = 30) had graduated from high school, 30% (n = 15) had a college degree, and 10% (n = 5) elementary degree. Such a distribution means that there is a minimum level of literacy to use basic technologies. In terms of religion, Roman Catholics were the biggest population (72%, n = 36). It is important to note that almost three-quarters of the parents (74%, n = 37) had over six hours per day of their time monitoring the learning process of their children, which shows a great parental involvement despite the constraints in finances and educational resources.

Table 1 *Respondents Profile*

Profile		Frequency	Percent
Civil Status	Married	37	74.0
	Single Parent	12	24.0
	Widow	1	2.0
Family Income	Below 5,000	15	30.0
	₱5,000 – ₱10,000	17	34.0
	₱10,000 – ₱15,000	9	18.0
	₱15,000 – ₱20,000	3	6.0
	₱20,000 and above	6	12.0
Educational Attainment	Elementary Level/Graduate	5	10.0
	High School Level/Graduate	30	60.0

Profile		Frequency	Percent
	College Level/Graduate	15	30.0
Religious Affiliation	Islam	0	0
	Roman Catholic	36	72.0
	INC	4	8.0
	Baptist	8	16.0
	Seventh-day Adventist	2	4.0
	UCCP	0	0
Time spent monitoring their children	1-3 hours	7	14.0
	3-6 hours	6	12.0
	6 hours above	37	74.0

The scores of parental beliefs and attitude towards technology, M = 3.64 (SD = 0.645), perception of roles, M = 3.78 (SD = 0.736), and parenting styles, M = 3.82 (SD = 0.637). These data lie within the range of High on the 4-point Likert scale (1 = Low, 4 = High) and could be interpreted as parents in general recognizing the usefulness of digital tools in motivating and promoting success. They also feel that it is their duty to instruct and influence the learning activities of their children that are technology-based. This positive attitude towards the implementation of technology in education is supported by the overall views score (M = 3.75, SD = 0.596).

Table 2 *Scoring Procedure and Interpretation*

Rating	Scoring Scale	Qualitative Description	Qualitative Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Moderate
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

Table 3: *Parents' views on the utilization of technology in the learning process of their children*

Variables	Min	Max	Mean	SD	Qualitative Interpretation
Beliefs and attitudes	2.00	5.00	3.64	0.645	High
Perception of roles	2.20	5.00	3.78	0.736	High
Parenting styles	2.40	5.00	3.82	0.637	High
Parents' views *(Total)*	2.60	5.00	3.75	0.596	High

Parents indicated high scores on the application of technology in developmentally appropriate forms (M = 3.56, SD = 0.606) and facilitating interactivity and engagement (M = 3.64, SD = 0.617). The combined utilization index (M = 3.60, SD = 0.584) indicates that the parents see digital resources not only as auxiliary utilities but also as a part of the significant learning interactions.

Table 4: *Extent of technology utilization in the learning process*

Variables	Min	Max	Mean	SD	Qualitative Interpretation
Developmentally appropriate technology	2.00	5.00	3.56	0.606	High
Interactivity and engagement	2.00	5.00	3.64	0.617	High
Extent of technology utilization *(Total)*	2.00	5.00	3.60	0.584	High

Parental attitudes and actual technology use were found to be significantly and strongly correlated (Spearman r = 0.713, p < 0.001). This outcome highlights the imperative role of parental attitudes, role perception, and adaptive parenting in determining the interest of children in using digital learning tools. This is a large effect as per the conventions of Cohen, which means that positive parental dispositions are linked strongly to the increased levels of technology use.

Table 5: *Relationship between parents' views and technology utilization in the learning process*

Variable	Correlation Coefficient *(Spearman's rho)*	Effect size	p-value	Remarks
Parents' views and technology utilization in the learning process	0.713	Strong	< 0.001*	Significant

Correlation is significant at the 0.05 level

The fact that parental attitudes and actual use of technology are statistically significantly correlated (Spearman r = 0.713, p < 0.001) demonstrates the importance of parental attitudes, role perception, and adaptive parenting in promoting the use of digital learning tools among children. In general, the findings demonstrate that parent orientation programs that extend the existing positive dispositions, access concerns, and strategies to be implemented by families are required to make the effective and balanced adoption of technology in education a reality.

Discussion

This research discovered that the parental involvement, especially in a two-parent family, had a close relationship with positive results of children in technology-based learning (rs = 0.713, p <.001). Parents who actively supported or participated in monitoring and helping their children showed greater levels of support for digital learning. This is perceived through the lens of the Social Cognitive Theory (SCT), which indicates that the parents are viewed as role models and reinforcers of technology application, which influences children in terms of their assurance and perseverance in digital tasks. In the Technology Acceptance Model (TAM) framework, the attitude of parents, who were positive towards technology (perceived usefulness and ease of use), turned out to be a direct predictor of the adoption of digital tools among children.

Social, Economic, and Educational History.

In spite of the fact that there were a great number of families that were classified as low-income earners, the participation was high. This is contrary to previous results (Malindog-Uy, 2020) that stressed resource limitations as the obstacles. One potential mechanism is compensatory monitoring: less affluent parents can spend more time on monitoring to counter material drawbacks. Involvement also depended on the level of education- parents with higher education levels expressed more confidence in supporting the use of technology, whereas those with basic education expressed

difficulties with limited digital literacy in their report. This is in line with previous research that parental education has an impact on promoting technology-assisted learning.

Parenting Styles and Attitudes

The highest score in the subscales was parenting styles (M = 3.82), which showed flexibility and the willingness to change the methods in favor of digital learning. This is consistent with Ortiz and Panganiban (2019), who discovered that authoritative and supportive parents were most expected to modify their methods in order to complement technology-based instruction. It was also associated with beliefs and attitudes (M = 3.64), which reflected optimism in the role of technology in promoting achievement, as it is with Santiago and Calimag (2020). These results indicate that supportive parenting styles are effective in promoting both the use of technology and motivating and engaging children.

Perceptions of Technology

Parents had a high level of support for technology in terms of interactivity and engagement (M = 3.64) and the importance of developmentally appropriate tools (M = 3.56). These findings have been aligned with Bautista and Estrella (2021) and Bolo and Madrigal (2020), who placed special value on gamified features, real-time feedback, and age-appropriate applications as the elements that contribute to maintaining the interest of learners. Cultural and religious values might influence the attitudes of parents, but the evidence in this case is very scarce and is mostly anecdotal. Further studies would need to test empirically in the future the intersection of such beliefs with technology adoption.

Knowledge Contribution

The present study provides humble, evidence-based contributions to the theoretical, empirical, practical, policy, and future research sectors. All the assertions below are directly connected to the data of the study (mean parental attitude 3.75; correlation between parental attitude and child technology use 0.713, p 0.001) and are placed against the background of the research limitations (small sample, one setting only).

Theoretical contribution

The research is enlightened by Social Cognitive Theory (SCT) and Technology Acceptance Model (TAM) instead of purporting to test or generalize them in any way. The data have empirical patterns; namely, the positive correlation between parental attitudes and children's use of technology is in line with SCT modeling and TAM construct of perceived usefulness and ease of use. Since SCT/TAM constructs (such as parental self-efficacy, child outcome expectancies, validated perceived-usefulness scales, etc.) were not systematically operationalized or validated in the current study, one should state that the contribution was a preliminary theoretical evidence about these frameworks as helpful lenses in understanding the relationships between parents and children in digital learning. A formal test or extension of theoretical work would then require future work with validated scales and structural equation modeling.

Empirical contribution

The research offers context-specific empirical data that attitudes of parents toward technology are positively correlated to the use of technology by children in home learning (reported mean = 3.75; correlation = 0.713; p =.001). The findings contribute to the literature by recording the strong association in this specific sample and situation, and identifying the patterns that need to be studied further, including the maintenance of high engagement in some low-income parents and increased facilitation confidence in parents with higher education levels. Since the sample size is small and the study is only a one-site study, one should only present these findings as suggestive and not generalizable; further expansion of such claims requires the implementation of the results using larger and more varied samples.

Practical contribution (Parent Orientation Program)

Based on the research findings, we came up with a six-part Parent Orientation Program. To replicate and assess this contribution, the program will be identified as follows:

Each of the six modules is one per week or presented as three two-hour sessions; each module will consist of a facilitator guide, a handout to the participants, and a brief parent-child activity. Modules and main learning outcomes:

1. Digital foundation: setting up a basic device, connectivity, and minimum hardware/software requirements.

2. Tool selection: guidelines on how to choose age-specific apps and platforms; a decision guide on the part of the parent.

3. Interactive environment: plans to establish a distraction-minimized learning environment and routines that facilitate interaction.

4. Role definition: specific task maps indicating what parents, children, and teachers do (who does what, when), sample weekly schedules.

5. Digital literacy and safety: Hands-on activities on privacy settings, identification of misinformation, and reporting; one-page family safety checklist.

6. Time management: strategies of establishing screen time limits, timers, and synchronous/asynchronous activities.

Measurements of evaluation: pre/ post parent confidence scale (5-item Likert), module-level knowledge tests, attendance, and completion, and a 3-month follow-up survey of home practices changes. Implementation instructions suggested training of the facilitator (4 hours), a resource list, and a checklist of fidelity (document to record compliance). Offering these working specifications of the program makes it a pilot model that can be replicated in other schools and tested, as opposed to a pilot test that has not been validated yet.

The policy implications of the study are very specific and practical as opposed to general. To be more specific, the results endorse the implementation of parent capacity-building into school strategies as provided in RA 10533 by adding parent digital-literacy workshops as an item on school improvement plans. Determining monitoring indicators, e.g., hours and percentage of parent training hours provided, percentage of parents attending orientation, and average parent confidence scores before and after the training. Suggesting small budgets to be allocated for facilitator training and minimal material. These recommendations can be directly linked to the evidence of the study that parental attitudes and facilitation confidence can be linked to the use of technology by children; they need to be tested first and provide recommendations on whether to adopt it on a system level.
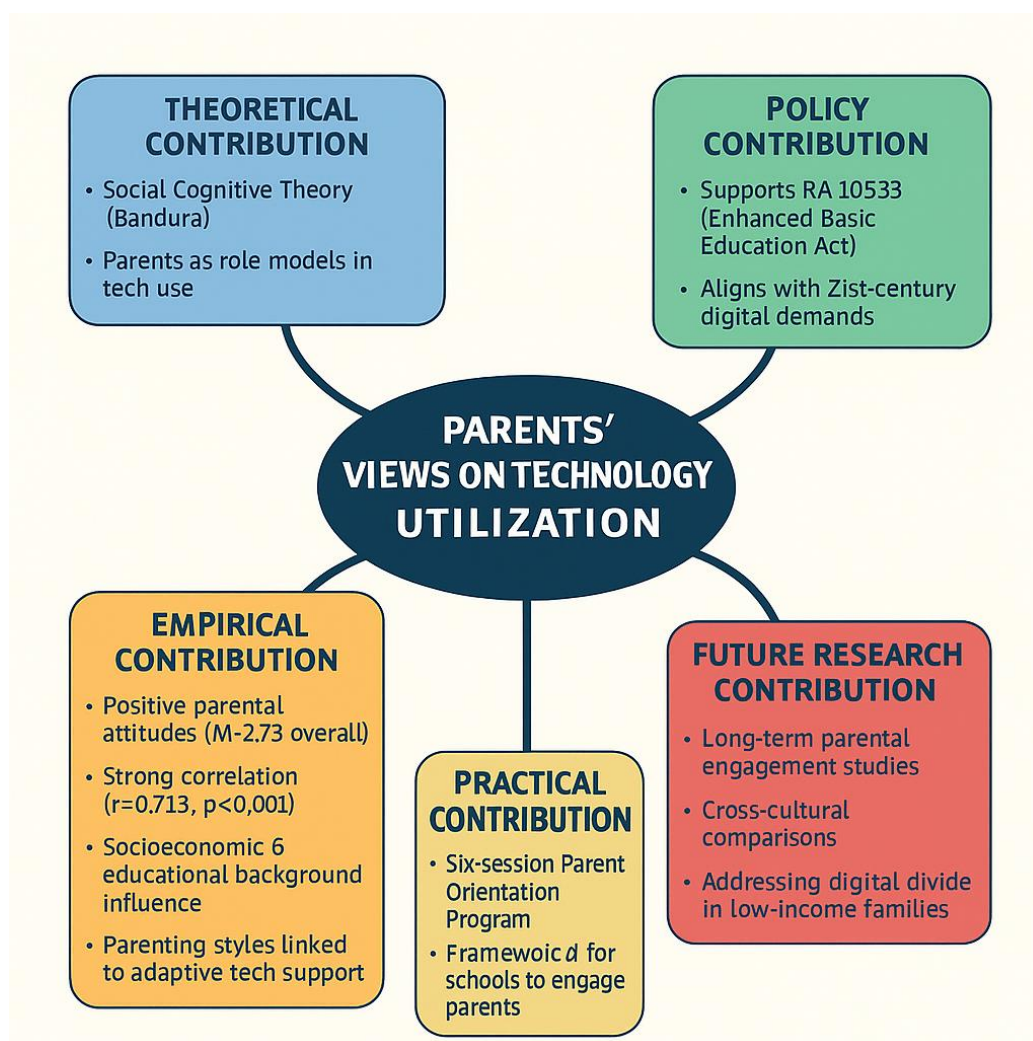
Future Research Contribution.

The paper determines particular, evidence-based research priorities for the future:

1. To identify causal directionality and determine whether attitudes of parents are changing and whether children are using the products more or less, longitudinal studies.

2. Intervention trials employing the six-part program using randomized or matched comparison group designs to assess effectiveness in terms of parent practices and child learning outcomes.

3. Replication across contexts to determine how the identified associations and the viability of the program would be replicated in other parts of the world, socioeconomic groups, and cultural contexts.

All the proposed directions are associated with constraints or trends that could be identified in current data (high correlation within a small sample; the sign of resilience among parents with low incomes; differences in the extent of educational attainment).

PARENTS' VIEWS ON TECHNOLOGY UTILIZATION

THEORETICAL CONTRIBUTION
- Social Cognitive Theory (Bandura)
- Parents as role models in tech use

POLICY CONTRIBUTION
- Supports RA 10533 (Enhanced Basic Education Act)
- Aligns with Zist-century digital demands

EMPIRICAL CONTRIBUTION
- Positive parental attitudes (M-2.73 overall)
- Strong correlation (r=0.713, p<0,001)
- Socioeconomic 6 educational background influence
- Parenting styles linked to adaptive tech support

PRACTICAL CONTRIBUTION
- Six-session Parent Orientation Program
- Framewoic d for schools to engage parents

FUTURE RESEARCH CONTRIBUTION
- Long-term parental engagement studies
- Cross-cultural comparisons
- Addressing digital divide in low-income families

Recommendations

The following recommendations are based on the results and findings of the researchers and are offered:

Develop Parent Education Program. Conduct frequent workshops or webinars on the use of technology in current education. Provide examples of the popular platforms (e.g., educational applications).

Learning Management System. It is recommended that the school administrator advocate for the acquisition of a learning management system by parents to facilitate the progressive use of educational technology and promote improved learning experiences.

Create Effective Communication channels. They also request schools to provide frequent updates regarding tech-related initiatives. Inform families via newsletters, messaging applications, or parent portals.

Fostering Joint Decision-Making. Engage parents in the matter of the adoption of new technology. Carry out surveys or focus groups to get feedback and address the concerns.

Future Researchers. It is recommended to build on this study by investigating the longitudinal effects of parental philosophy toward the use of technology in education. The future research directions would involve the incorporation of more diverse samples with varying socioeconomic, linguistic, and regional backgrounds to gain a clearer insight into the effects of contextual influences on parental support and digital literacy.

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