



# CHALLENGES ENCOUNTERED BY PARENTS/HOUSEHOLD PARTNERS IN THE IMPLEMENTATION OF THE PRINTED MODULAR DISTANCE LEARNING IN THE PUBLIC ELEMENTARY SCHOOLS OF MARIA AURORA EAST DISTRICT

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Challenges Encountered by Parents/Household Partners in the Implementation of the Printed  
Modular Distance Learning in the Public Elementary Schools of Maria Aurora East District

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### **Abstract**

The purpose of this study was to determine the challenges of parents/household partners in the implementation of printed modular distance learning (PMDL) and the interventions being used to address it. Respondents were 361 parents/household partners of public elementary kids enrolled in the school year 2020-2021 at public elementary schools of Maria Aurora East District. The researcher developed a questionnaire as the study's primary instrument. The descriptive approach of research was used in this study. The outcomes of the study indicated that parents/household partners had challenging tasks/experiences related to the learning environment and resources, personal ability, and facilitating and monitoring. Additionally, this study demonstrated that mobility was not a prevalent issue in the application of PMDL. Despite the difficulties in implementing PMDL, parents often use interventions to address it. Among these helpful interventions are: asking the teacher whenever the learner has a question, using a reward system, reading narratives and asking comprehension questions, using the internet through mobile/tablet/computer/laptop, using social media as a platform to communicate and submit required tasks/projects, enforcing routine activities, setting up small classroom space at home, and letting learner's siblings assist in teaching.

Keywords: *challenges, printed modular distance learning, implementation, intervention,*

*parents, household partners*

## **Introduction**

One of the most recent public health emergencies of global concern is the current COVID-19 pandemic, and this pandemic has brought extraordinary challenges. Most countries worldwide have temporarily closed educational institutions to contain the spread of the COVID19 pandemic and reduce infections (UNESCO, 2020). This closure has affected more than 1.2 billion learners worldwide, with more than 28 million learners in the Philippines (UNESCO, 2020). Responses like community lockdown and community quarantine of several countries have led students and teachers to study and work from home, which led to the delivery of distance learning platforms (Crawford et al., 2020). However, distance learning implementation posed different risks, problems, and challenges to both the teachers and students (Bao,2020). There are 234,570 cases in the Philippines as of September 8, 2020, and is still increasing (DOH, 2020) with more than twenty-seven million cases worldwide (Worldometer, 2020). In response to these situations, educational leaders decided to adopt the new normal in education. At the basic education, the Department of Education (DepEd) will be implementing the Learning Continuity Plan (LCP), which will be in effect School Year 2020-2021, and classes will open on October 5, 2020, instead of June 2020 (DepEd, 2020).

Following the Office of the President's directive that no face-to-face classes shall be held until the vaccine for COVID-19 becomes available, the distance learning delivery modalities (DLDM) shall be implemented this SY 2020-2021. Distance Learning may be implemented through the following delivery modalities: modular distance learning (MDL), online distance learning (ODL), TV-Video/Radio-based Instruction (TV-Video/RBI), Blended Distance Learning (BDL). Based on the result of the Learner Enrollment and Survey Forms (LESFs) conducted by the Department of Education (DepEd), learning through printed and digital

modules emerged as the most preferred distance learning method of parents who enrolled their children in the coming school year, where students at home would study through self-learning modules.

A learner may adopt either Digital Modular Distance Learning (DMDL) or Printed Modular Distance Learning (PMDL). Learners with devices at home like laptop, desktop, or tablet, may adopt DMDL. The SLMs in different digital formats such as flat PDF, education videos, audio lessons, e-SLMs and others may be stored in a CD/DVD/USB flash drive/pen drive while the printed SLM shall be used by learners adopting PMDL.

Strong school, home, and community partnerships shall be forged to ensure the effectiveness of any DLDM chosen. In the context of the present crisis, dialogue with parents and the wider community is a key step to ensure that the school, parents/guardians and the wider community have reached a degree of shared accountability and responsibility for the learning delivery modality/ies chosen. School administrators, teachers, parents/guardians, and community partners shall provide adequate and appropriate guidance and support for the learners to ensure that their new experience with these learning modalities shall be properly transitioned both at home and in school. Through distance learning, members of the family and other stakeholders within the community who are trained as learning facilitators shall be engaged to provide learners with instructional support as needed in the absence of a classroom teacher (DepEd, 2020).

Parent and family involvement have always been essential to student learning and success. But, as more students must learn from home as a result of school closures, family involvement has taken on an entirely new meaning. Suddenly, many families are being asked to assume a lot more responsibility in their students' schooling, and teachers are seeking ways to

best guide and support them. Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013).

According to Hornby and Lafaele (2011), parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to the child as they read, helping them in completing their homework as well as school-based activities, which include attending parents meeting and education workshops. Parent-teacher partnership makes tremendous impact on children's education. According to Llamas and Tuazon (2016) parents become comfortable when the education system requires their involvement in school activities. The strong collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school. Hence, school administrators have to encourage parents to get involved and make contribution towards helping the school achieve its missions and goals (Sapungan & Sapungan, 2014).

Having been called a constructivist as well as an interactionist, Jean Piaget proposed a theory of cognitive development in children and emphasized the constructive role of experience with peers and family members. The basic assumption of his theory was that young children are active learners with a constant drive to match their internal constructions (their own view of the real world) and external constructions (the external realities they face with in their surroundings)

(Piaget, 1981). Children, as agents in his term, continually rework and revise-assimilate and accommodate their internal constructions with each new experience (Prior & Gerard, 2007). Other people and the social milieu are important elements influencing the children's environment. Within this environment social interaction and context are "indissociable" from their cognitive development. Children assimilate new learning and accommodate their own incorrect views of the world more quickly if they are more actively involved with people and things in their surroundings. In this regard, children learn best when they have opportunities to interact with their environments, and particularly with their parents who are a vital part of children's environments (Athey, 2007).

For example, parent involvement activities such as practicing interactive homework creates opportunities for children to interact meaningfully with their parents such that children construct their own knowledge within both a social and physical environment through this process (Bailey, Silvern, Brabham, & Ross, 2004). As a consequence, Piaget's social development theory supports the idea that parent involvement is a crucial factor in children's development and achievement.

For parents, an openness to change is also required. The school might have to help parents by providing them a comprehensive orientation on the demands of the new learning environment; having students use more technology at home also means more parent participation. Parents will have to learn how to be teachers' "assistants" at home: helping children establish a routine, assisting in advancing learning objectives, as well as performing simple troubleshooting. Parents will also help their children set up a dedicated space for doing online learning, and help them manage a schedule that is conducive and sensitive to their needs



as children. Parents are also valuable sources of feedback for the school (Almario & Austria, 2020).

The shift of responsibility from the teachers to the parents/home partners pose a challenge in the implementation of the new normal of education. These transitions are occurring in a general context of stress and worry, and are happening simultaneously with many parents making similar shifts in their professional lives. As families work through the challenges of making these transitions, educators must use best practices for family engagement in order to provide emotional and technical support, compassion, and encouragement as they partner on facilitating learning from the home. Thus, the researcher intended to ascertain the challenges encountered by parents/home partners in implementing the printed modular distant learning.

### **Conceptual Framework**

The big center circle of the first diagram of the paradigm represents the inputs that were used in this study which is the challenges encountered by parents/household partners in the implementation of PMDL. Alongside of this big circle are four small circles which represents the challenges category such as: learning environment/resources, mobility, personal capacity, and facilitating/monitoring. These data were gathered, analyzed, interpreted, and discussed to come with the desired output which is the interventions that parents/household partners did to address the challenges encountered in the implementation of Printed Modular Distance Learning. The conceptual framework of this study was presented in the research paradigm as shown in Figure 1.

### **Statement of the Problem**

This research was conducted to determine the challenges encountered by parents/household partners in the implementation of printed modular distance learning.

Specifically, the study sought to answer the following questions:

1. What are the challenges encountered by parents/ household partners in the implementation of Printed Modular Distance Learning in terms of:
  - 1.1 learning environment & resources,
  - 1.2 mobility,
  - 1.3 personal capacity, and
  - 1.4 facilitating and monitoring?
2. What are the interventions that parents/household partners did to address the challenges encountered in the implementation of Printed Modular Distance Learning?

### **Significance of the Study**

Learners. They will develop a greater appreciation for their parents once they learn about their struggles.

Parents. The study's findings will provide parents with a platform to address the challenges/problems they experienced in order to receive priority and appropriate technical help in building high-quality education and a strong connection between the school and the community.

Teachers. The findings of the study will notify the teachers on what appropriate support they can offer to the parents and learners to improve the teaching and learning process. Teachers will be able to design a program/innovation that is adequate to the needs of his/her learners.

School Heads/Administrators. The study will identify required actions to address the difficulties parents/household partners face while overseeing modular distant learning.

Additionally, the findings of this study may serve as a guide for administrators in terms of what training/technical assistance should be provided to parents and teachers.

Curriculum/Policy Makers. The findings of this study can serve as a basis in making policies that are responsive to the educational community's needs. Moreover, it will present feedback to the curriculum makers on how they could enhance or create programs, activities, or teaching-learning interventions to make distance learning more meaningful and relevant to the educational experience of every learner.

### **Scope and Delimitation**

This study covered all the public elementary schools in Maria Aurora East of the Schools Division of Aurora. The respondents were limited to the selected parents/household partners who provide guidance during the implementation of PMDL to the enrolled elementary pupils under the School Year 2020-2021. Thus, the sampling does not represent the whole division of Aurora and the results will therefore be applicable only to the public elementary schools of Maria Aurora East District.

## **Methods**

### **Type of Research**

Saunders et al. (2009) say that descriptive research portrays an accurate profile of persons, events, or situations. This design will offer to the researcher a profile of described relevant aspects of the phenomena of interest among the respondents. Hence, descriptive research design was employed by the researcher to determine the challenges encountered by parents/household partners in the implementation of PMDL. Therefore, this research design enabled the researcher to gathered data from a wide range of respondents on the challenges encountered by parents/household partners in the implementation of PMDL in the public elementary schools of Maria Aurora East District.

## Respondents

The respondents of this study were the parents/household partners of enrolled elementary pupils in the school year 2020-2021 from the sixteen public elementary schools in the District of Maria Aurora East.

Table 1  
Distribution of Respondents by School

Schools	Total Enrollment	No. Of Respondents
Bagtu ES	110	11
Cabituculan East ES	177	17
Debucao ES	212	21
Detailen ES	87	9
Dikildit ES	187	18
Dimanpudso ES	452	44
Florida ES	153	15
Marcos R. Necesito Sr. MES	105	10
Maria Aurora CS	1078	106
Quirino ES	280	28
Ramada ES	155	15
San Jose ES	191	19
San Leonardo ES	90	9
Sta. Lucia ES	93	9
Suguit ES	142	14
Villa Aurora ES	162	16
<b>TOTAL</b>	<b>3674</b>	<b>361</b>

## Sampling Method

Since this study will cover a large study area, the respondents were selected using the Slovin's Formula in obtaining the sample size. Stratified random sampling was used in identifying the number of samples of each school to make sure representation of each strata/group. After identifying the number of samples, the respondents were randomly selected from each group.

**Sources of Data**

Data were collected from the responses of the parents/ household partners of the enrolled elementary pupils in the current school year 2020-2021 from the public elementary schools of Maria Aurora East District. Data were collected using a questionnaire. A qualitative interview was administered in designing the first phase of designing the questionnaire. Enrollment data were based on the given report by the planning and research office of the DepEd SDO Aurora.

**Instrument**

As the main instrument of the study, the researcher developed 58-item questionnaire. In crafting the questionnaire, the researcher did a qualitative interview among the parents who undergo one-week dry run/simulation regarding the implementation of PMDL. During this interview/conversation with the parents, the researcher let the parents talk about their experiences during the simulation and asked follow-up questions that will elicit information regarding their challenges during the pilot testing of PMDL.

The part one of the questionnaires is about the challenges encountered by parent/household partner in terms of learning environment & resources, mobility, personal capacity and facilitating and monitoring. The description of the challenges faced were measured using the scale: 4- strongly agree, 3- agree, 2- disagree, 1-strongly disagree. On the other hand, the part two of the questionnaire is about the interventions that parents/household partners did to address the challenges encountered. Each description was measured by the scale: 4- always, 3- often, 2- sometimes, 1- never. All the questions were translated to Filipino language to easily understood by the respondents.

**Validity and Reliability of the Instrument**

The instrument was subjected to validity and reliability tests. To test their validity, the researcher sought the help of 2 master teachers in District of Maria Aurora East. They reviewed the instrument for face and content validity. This was conducted to assess their clarity and eliminate ambiguous questions, and to get feedback to restructure the questionnaire if necessary. After scrutiny, the researcher integrated the corrections based on their comments and suggestions.

To test the reliability of the main instrument, a pretest was employed. It was administered to randomly selected 50 elementary learners from Maria Aurora West District. Cronbach's alpha was utilized to establish the reliability of the instrument. For the instrument, the study got an overall reliability coefficient of .794. This result indicated that the instrument had a good reliability and were consistent. Thus, the instrument was reliable and ready for data collection.

**Data Collection Procedure**

Prior to the approval in conducting this research, the researcher submitted the research proposal to the Schools Division Office-Research Evaluation Committee for review. Upon approval, a request/consent letter was sent to all the research participants particularly the principals and teachers of the 16 public elementary schools. Each participant schools personally assist and guide the respondents in administering the printed questionnaire. Research instrument was administered in compliance with the ethical research standards within the research management guidelines of the Department of Education (DepED) and following the COVID-19 Inter-Agency Task Force.

The researcher organized and tallied all collected data using Microsoft Excel. All the output were gleaned and organized in tabular form, and were subjected to different degrees of interpretation.

### **Ethical Consideration**

Following the health protocols and risk assessment set by the IATF because of the COVID-19 pandemic, the researcher ensured the safety of all the research participants. Any communication about the research was done with honesty and transparency. The respondents' privacy and anonymity are of paramount importance were considered, and adherence to the Data Privacy Act (2012) was applied. Any misleading information, plagiarism, as well as representation of primary data findings in a biased were avoided.

### **Data Analysis**

To answer all the problems in this study, all the data were tabulated, organized, and presented in tables using the univariate analysis. Univariate analysis tests a single variable to determine whether the sample is similar to the population from which it has been drawn (PalerCalmorin & Calmorin, 2007). The descriptive statistics like frequency distribution, percentage, ranking and mean were used.

### **Plan for Dissemination and Advocacy**

The research results will be cascaded to the internal and external stakeholders of the school during the parents-teachers meeting; school management committee meeting; district, division, a and regional research conferences. These unspoiled avenues will be utilized to share reflections about the current research results and recommend future actions beneficial to the K to 12 Curriculum. This present and timely study also ensure that the research findings will be used

for decision making and policy formulation on instructional leadership and human resource development management in support to the enhanced basic education curriculum (EBEP).

The findings of this study can be utilized and integrated into the school improvement plan (SIP) that effect changes on instructional, supervisory practices of the school head. In addition, teachers, school heads, and supervisors will be tapped and encouraged to adopt the intervention programs that may address the challenges encountered by parents/ household partners in the implementation of Printed Modular Distance Learning.

## **Results and Discussion**

This part presents, analyzes and interprets the gathered data following sequence of the specific questions of this study.

### **1. Challenges encountered by parents/ household partners in the implementation of Printed Modular Distance Learning**

#### **1.1 Learning Environment and Resources**

Table 2 summarizes the challenges encountered by parents/ household partners in implementing PMDL in terms of learning environment and resources. It shows that parents/ household partners claimed that they agree with the challenges “I am unable to provide additional materials needed to be used in activities/performance tasks.” (2.87), “Other than the learner's material, I can't give my child any additional learning materials to better understand the lessons” (2.76), “My child has difficulty learning because of the various external noise.” (2.61).

Parents needed resources to use with their children's learning at home, but finding educational resources for remote learning is crucial (Garbe et al., 2020). According to Hohlfield et al. (2010), economic resources are one of the challenges that may impact parental involvement in remote learning settings. To ease the need for additional learning materials, parents should be



responsible for interacting with teachers, barangay representatives, and other stakeholders to acquire the various materials and resources needed by the learner (Lebaste, 2020).

Results further reveal that the parents/ household partners disagree on “Every time my child is studying, he or she gets destructed by his or her siblings/cousins/housemates.” (2.48), “We do not have a conducive space at home for my child to study.” (2.44), “There isn't enough area in our house for my child to study.” (2.37), “Because of mobile games, my child is unable to concentrate on his or her studies.” (2.31), “My children are scrambling for books/learning materials at home.” (2.29). Previous studies have reported that learners learn better when there is a suitable and safe space for learning. This conducive area is not restricted to a physical one, and the household partners must provide a friendly environment for the learner to enjoy learning even at home (Manlangit et al., 2020).

As a whole, the learning environment and resources generated Agree responses with an average of (2.52). It means that the learning environment and resources are among the challenges that the parents/household partners were facing. According to Sumaoang & Pe Dangle (2020), parents must provide their children with a productive learning environment to help them focus more on learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction.

Table 2  
Challenges on Learning Environment and Resources

Challenges	Mean	Description
I am unable to provide additional materials needed to be used in activities/performance tasks.	2.87	A
Other than the learner's material, I can't give my child any additional learning materials to better understand the lessons.	2.76	A

My child has difficulty learning because of the various external noise.	2.61	A
Every time my child is studying, he or she gets destructed by his or her siblings/cousins/housemates.	2.48	D
We do not have a conducive space at home for my child to study.	2.44	D
There isn't enough area in our house for my child to study.	2.37	D
Because of mobile games, my child is unable to concentrate on his or her studies.	2.31	D
My children are scrambling for books/learning materials at home.	2.29	D
<b>Average</b>	<b>2.52</b>	<b>A</b>

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Legend:     A – Agree (2.51-3.25)  
                  D– Disagree (1.76-2.50)

## 1.2. Mobility

Table 3 displays the challenges encountered by parents/ household partners in implementing PMDL in terms of mobility.

A thorough look at the data confirms that the respondents claimed that they agree in “I am unable to get and retrieve modules on the scheduled day and time.” (2.58), “I was short of the time given by the teacher to pick up and retrieve the modules.” (2.55) and “There is no one that I could ask to pick up and retrieve the modules.” (2.53).

However, respondents claimed that they disagree in “My available time/day wouldn’t match to the scheduled distribution and retrieval of the modules.” (2.25), “Due to the distance between our home and school, I was late in getting and retrieving modules.” (2.20), “I can’t attend the parents' consultation/meeting with the teacher.” (2.15), “Modules are not delivered/given at the scheduled time.” (2.06) and “I have no communication with my child’s

teacher.” (1.93). Parents and teachers share a common objective to provide pupils with the greatest possible educational experience. They can work together towards the same purpose if they communicate with each other (Lebaste, 2020).

Generally, mobility generated Disagree responses from respondents with an average of (2.28), implying that mobility is not a concerning problem among the respondents. In support of the Department of Education (DepEd), parents and guardians will serve as a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school.

Table 3 Mean Challenges on Mobility

Challenges		Description
I am unable to get and retrieve modules on the scheduled day and time.	2.58	A
I was short of the time given by the teacher to pick up and retrieve the modules.	2.55	A
There is no one that I could ask to pick up and retrieve the modules.	2.53	A
My available time/day wouldn't match the scheduled distribution and retrieval of the modules.	2.25	D
Due to the distance between our home and school, I was late in getting and retrieving modules.	2.20	D
I can't attend the parents' consultation/meeting with the teacher.	2.15	D
Modules are not delivered/given at the scheduled time.	2.06	D
I have no communication with my child's teacher.	1.93	D
<b>Average</b>	<b>2.28</b>	<b>D</b>

Legend:       A – Agree (2.51-3.25)  
              D– Disagree (1.76-2.50)

### **1.3 Personal Capacity**

Table 4 reveals the challenges encountered by parents/ household partners in implementing PMDL in terms of personal capacity.

This table shows that all the statements under the personal capacity “I struggle in teaching and explaining lessons to my child.”, “I lack both skill and diligence when it comes to teaching.”, “I don’t have enough patience in teaching my child.”, “Occasionally, my child does not believe in what I teach.” and “I am unable to respond to several questions asked by my child.” generated Agree responses with means of (2.92), (2.87), (2.84), (2.59), and (2.58), respectively.

The previous study by Sumaong & Pe Dangle (2020) has reported that parents lack knowledge in assist their child/children, and one factor is because they didn't finish their studies. Existing research also reveals that parents’ educational attainment can heighten parents’ feelings of competence and confidence in guiding their children’s education. It manifests in different ways, such as being more proactive in checking their child’s performance through parentteachers association (PTA) meetings, providing their child’s educational necessities, and other parental-educational duties (Manlangit & Sapera, 2020). Bhamani et al. (2020) suggest that parents/guardians should be equipped with knowledge or pedagogy as they lack the training to become educators.

On the other hand, "I am clueless of my child's lessons," "I'm unsure of my role or responsibility in modular distance learning.", "I accomplish/answer the modules/tests given to my child." received Disagree responses with means of (2.25), (2.23), and (2.19), respectively. In general, the respondents agree that they have difficulties in terms of personal capacity, as shown by the overall result (2.56). This implies that parents/household partners struggle with the worldwide and rapid shift to remote learning in response to the COVID-19 pandemic calls for examining parents' experiences and needs in the distant learning environment (Garbe et al., 2020). Furthermore, to ensure the content's uniformity, equality, and quality, teachers should deliver while aided by parents (Manlangit & Sapera, 2020).

Table 4  
Challenges on Personal Capacity

Challenges	Mean	Description
I struggle in teaching and explaining lessons to my child.	2.92	A
I lack both skill and diligence when it comes to teaching.	2.87	A
I don't have enough patience in teaching my child.	2.84	A
Occasionally, my child does not believe in what I teach.	2.59	A
I am unable to respond to several questions asked by my child.	2.58	A
I am clueless about my child's lessons.	2.25	D
I'm unsure of my role or responsibility in modular distance learning.	2.23	D
I accomplish/answer the modules/tests given to my child.	2.19	D
<b>Average</b>	<b>2.56</b>	<b>A</b>

Legend:       A – Agree (2.51-3.25)  
                   D– Disagree (1.76-2.50)

#### **1.4. Facilitating and Monitoring**

Table 5 summarizes the challenges encountered under facilitating and monitoring. As shown in the table, “I don’t have enough time to assist/teach my child because of the amount of work at home.” (3.12), “We are unable to follow the prescribed class schedule for learning/answering the modules.” (3.04), “I’m having trouble recognizing whether what my child is learning is correct or not.” (2.91), “My child struggles to read, so I read the module's content for him/her.” (2.83), “I have difficulty simultaneously teaching and monitoring my children's learning development.” (2.71), “I struggle to hold my child's attention and make learning fun and interesting.” (2.66), “I’m unable to sustain my child’s motivation while studying.” (2.58), and “I don't have any other assistant or support in monitoring my child or children at home.” (2.52), generated Agree responses from the respondents.

Concerning the motivational aspect in learning, Garbe et al. (2020) noted that it is comprehensible that the shift to a home learning environment and having a parent as a teacher impacts motivation. Besides the usual household rules, structures for learning needed to be established, and cooperation in this new task could be unenticing. An increased number of noneducational-based distractions exist in most homes.

Furthermore, the struggle to balance parent employment demands and learner needs was commonly a struggle in distance learning. A second scenario that presented a struggle for balancing responsibilities was assisting multiple children with different skill levels, motivation, and ability to focus on tasks at hand. Parents attempted or were unable to work remotely while caring for their children and assisting them with their schooling. (Garbe et al., 2020).

In addition, Sorensen's (2012) study revealed that one of the challenging and favorable aspects of distance learning for parents is keeping their children on schedule while completing their tasks as the former and interactions with the child's teachers as the latter. In addition, schools and teachers simply do not have enough guidance to improve the parental engagement experience (Goodall, 2016). Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. but it is challenging if the parents work from home or offices and have their schedules to follow. Keeping their children in check all the time, now that house help is not available, has become cumbersome, and parents end up allowing the children to do things their way (FlipScience, 2020).

Looking back at the table, "I struggle with disciplining my child." (2.48), "My child does not listen/follow to my advice or instructions regarding his/her study." (2.34), "I'm unable to keep track of my child's academic progress." (2.26), "I don't immediately get the feedback/response of my child's teacher regarding his or her learning progress." (2.24), "I'm unable to help/assist my child in reviewing his/her lessons." (2.20), and "I can't reprimand/control my child in playing online games/other stuff while studying." (2.17), generated disagree responses among the respondents.

The result indicates that parents were aware of the importance of dedicating some time to children. It is worthwhile to mention that parents suggested that the quality of the devoted time is more significant than the quantity of time (Garbe et al., 2020). When parents and children collaborate in learning activities, bonding between parents and children increases as they can spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety (Wang et al., 2020).

In general, the respondents agree that they have difficulties facilitating and monitoring, as shown by the overall result, which is (2.58). It could be noted that the responsibility of parents to monitor their child/children and facilitate distance learning at home posed a challenge in the implementation of PMDL. Keeping children on task and safe at home was identified as a problematic responsibility. This challenging and uncertain circumstance may exacerbate stress and panic and impair time management and planning abilities. Therefore, it is not surprising that shouldering additional responsibilities directly resulted in struggles for the parents (Garbe et al., 2020).

Table 5 Mean  
Challenges on Facilitating and Monitoring

Challenges		Description
I don't have enough time to assist/teach my child because of the amount of work at home.	3.12	A
We are unable to follow the prescribed class schedule for learning/answering the modules.	3.04	A
I'm having trouble recognizing whether what my child is learning is correct or not.	2.91	A
My child struggles to read, so I read the module's content for him/her.	2.83	A
I have difficulty simultaneously teaching and monitoring my children's learning development.	2.71	A
I struggle to hold my child's attention and make learning fun and interesting.	2.66	A
I'm unable to sustain my child's motivation while studying.	2.58	A
I don't have any other assistant or support in monitoring my child or children at home.	2.52	A
I struggle with disciplining my child.	2.48	D
My child does not listen/follow my advice or instructions regarding his/her study.	2.34	D
I'm unable to keep track of my child's academic progress.	2.26	D
I don't immediately get the feedback/response of my child's teacher regarding his or her learning progress.	2.24	D
I'm unable to help/assist my child in reviewing his/her lessons.	2.20	D



I can't reprimand/control my child in playing online games/other stuff while studying.	2.17	D
<b>Average</b>	<b>2.58</b>	<b>A</b>

Legend:      A – Agree (2.51-3.25)  
                   D– Disagree (1.76-2.50)

## 2. Interventions that parents/household partners did to address the challenges encountered in the implementation of Printed Modular Distance Learning

It can be noted in Table 6 the interventions that parents/household partners did to address the challenges encountered in the implementation of Printed Modular Distance Learning. It could be gleaned in the table that "I always ask my child's teacher whenever my child has questions about the lesson that I can't answer." (2.77), "I reward my child every time he finishes a lesson." (2.75), "I personally read the story to my child, and I ask comprehension questions to check whether my child understood the story." (2.70), "We used the Internet for my child's education using a mobile / tablet/computer/laptop." (2.68), "I use social media to talk/communicate with my child's teacher." (2.63), "I use the social media to submit the tasks/projects to my child's teacher." (2.60), "We always begin our class at home with a prayer, singing of the national anthem and other routine activities." (2.57), "I created a small classroom space at home for my child to study." (2.52), and "I let my child's older siblings in teaching him/her." (2.52) generated often responses from the respondents.

Parents around the world are rightfully concerned about how their children's routines are disrupted extensively. To combat this issue, they have designed homemade timetables according to which children should have something to do at most times and should have a regular sleepwake cycle. Implementing a schedule helps children feel less restless and more productive. Understandably, this wave of innovations in learning is not always convenient, especially given that the transition has been abrupt rather than gradual. Hence, parents are concerned about the

challenges that remote education has brought for them and their children (Bhamani et al., 2020). Moreover, it has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Wang, Zhang, et al., 2020).

Furthermore, motivating your child is one of the interventions parents can do at home. As parents, you need to encourage your kids to learn at home during extended school closures. As one of the significant theories of motivation, expectancy-value theory serves as a good framework for thinking about how people are motivated in education and many other areas of life. It holds that people are more likely to do something when they expect to be successful at it and value the activity (Dicerbo, 2020).

In addition, many parents have been using Facebook groups to interact with the community on how to keep their children engaged with worksheets and activities. Quite a few parents have been able to use free services that have become available for pleasure reading, including audiobooks, e-books, and flipbooks. However, those already familiar with technologies and internet tools were significantly more effective at establishing a routine of learning at home with their children, including school-mandated activities and home assignments, and utilizing additional online resources for reading and home-based activities (Bhamani et al., 2020).

Meanwhile, "We have a service vehicle that delivers and collects modules." (2.38), "In addition to my child's prescribed scheduled subjects, I also set a schedule for his/her remedial class." (2.33), "I covered the answer key from the module every time my child studies, and I personally check his or her answers." (2.27), "I borrow supplementary teaching materials such as books or reading material from my child's teacher." (2.19), "I also designed my own lesson exercises to assess if my child understood the lesson." (2.19), "My child watches DepEd TV programs to understand his lessons better." (2.17), "My child uses the DepEd Commons." (1.92),

and "My neighbor and I took turns picking up and returning our children's modules." (1.87) generated sometimes responses among the respondents.

The Department of Education implemented and encouraged the DepEd TV programs and DepEd Commons to minimize the challenges experienced by distance learning. This platform where resources and learning materials are being shared, discovered, reviewed, and made alive. Despite its benefits, respondents are not utilizing the programs. Significantly, Pe Dangle and Sumaoang (2021) claimed that the reasons could be considered for learners living in areas where internet connectivity is not accessible. Apart from that, some parents do not have enough gadgets to use their child/children.

Lastly, respondents answered never responses on "I hire a tutor to teach or guide my child.", "I requested my neighbor to let my child join them every time he or she taught his/her child.", and, "I ask my child's classmates to study the learning modules together." generated strongly disagree responses with means of (1.75), (1.74), and (1.69), respectively. This implies that the learning partner of the pupils only relies on their household members.

For academia, this comes as an opportunity to evaluate the effectiveness of different educational approaches and develop their hybrid model of teaching and learning suited to specific educational needs. In addition, input from families should be sought to create a learning environment that benefits everyone (Bhamani et al., 2020).

In general, parents/household partners occasionally applied learning interventions as they struggle with the challenges brought by PMDL. Nevertheless, the Department of Education advised to conduct interventions for bridging learning gaps and intensifying learning gains. Family management skills together with parent–school involvement is necessary to bolster

school success, so interventions that target these two competencies will likely increase youths' school success and achievement (Stormshack, 2010).

Table 6 Mean Interventions

Interventions		Description
I always ask my child's teacher whenever my child has questions about the lesson that I can't answer.	2.77	O
I reward my child every time he finishes a lesson.	2.75	O
Whenever the lesson involves stories, I personally read it first to him/her, followed by asking comprehension questions to check whether he/she understood the story.	2.70	O
We used the Internet for my child's education using a mobile/tablet/computer/laptop.	2.68	O
I use social media to talk/communicate with my child's teacher.	2.63	O
I use social media to submit the tasks/projects to my child's teacher.	2.60	O
We always begin our class at home with a prayer, singing the national anthem, and other routine activities.	2.57	O
I created a small classroom space at home for my child to study.	2.54	O
I let my child's older siblings in teaching him/her.	2.52	O
We have a service vehicle that delivers and collects modules.	2.38	S
In addition to my child's prescribed scheduled subjects, I also set a schedule for his/her remedial class.	2.33	S
I covered the answer key from the module every time my child studies, and I personally check his or her answers.	2.27	S
I borrow supplementary teaching materials such as books or reading material from my child's teacher.	2.19	S
I also designed my own lesson exercises to assess if my child understood the lesson.	2.19	S
My child watches DepEd TV programs to understand his lessons better.	2.17	S

My child uses the DepEd Commons.	1.92	S
My neighbor and I took turns picking up and returning our children's modules.	1.87	S
I hire a tutor to teach or guide my child.	1.75	N
I requested my neighbor to let my child join them every time they taught his/her child.	1.74	N
I ask my child's classmates to study the learning modules together.	1.69	N
<b>Average</b>	<b>2.31</b>	<b>S</b>

Legend: O – Often (2.51-3.25)  
 S – Sometimes (1.76-2.50)  
 N – Never (1.00-1.75)

## Conclusions

1. Parents/household partners encountered difficulties with the learning environment and resources. They could not provide additional materials required for activities/performance tasks and supplemental learning materials to help them better understand the lessons and trouble learning due to various external noise.
2. Parents/household partners faced mobility issues, mainly when they could not collect and retrieve modules on the scheduled day and time due to the teacher's insufficient allotted time and the need for a designated person to collect and retrieve modules.
3. Parents/household partners encountered difficulties with their capacity to facilitate and guide their children through the PMDL. It is noted that they struggle to teach and explain lessons to their child as they lack both skill and diligence when it comes to teaching, which also affects their patience in teaching. Furthermore, they could not respond to several learners' questions and occasionally believed what their parents/household partners taught them.

4. Parents and household partners struggle in their active role in the learning process.

Parents lack the time necessary to assist/teach the learner due to the quantity of work they have at home, making it difficult for them to adhere to the recommended class schedule for studying. It is a burden for them to read the module's content to a struggling reader, and it is difficult for them to assess whether or not the pupil learned correctly. Additionally, parents of multiple learners struggle to simultaneously teach and monitor their children's learning development, as they need assistance or support in overseeing the learners at home. Additionally, it is a problem for them to maintain their child's attention by making learning fun and interesting, limiting parents from maintaining their child's motivation to study.

6. Despite the difficulties in implementing PMDL, parents often use interventions to address it. Among these helpful interventions are: asking the teacher whenever the learner has a question, using a reward system, reading narratives and asking comprehension questions, using the internet through mobile/tablet/computer/laptop, using social media as a platform to communicate and submit required tasks/projects, enforcing routine activities, setting up small classroom space at home, and letting learner's siblings assist in teaching.

### **Recommendations**

1. The Department of Education should provide tangible and relevant solutions to the shortage of learning materials and resources.

2. Teachers are encouraged to set flexible schedules in the distribution and retrieval of selflearning materials.

3. Educators and policymakers should organize training programs for the parents about pedagogical concepts of teaching applicable to home learning, content knowledge, the system and platforms for distance learning, and other relevant topics.

4. Teachers should initiate applying evidence-based teaching and learning interventions to be used by the parents/household partners to facilitate and monitor their child/children at home.
5. Teachers are encouraged to regularly monitor the pupils and the parents/household partners by giving them assistance through text and call, community facilitating, consultation, posting updates on social media, and giving them words of encouragement.
6. Closer supervision and periodic observations of school heads to the struggling parents can also be an option to validate the teachers' reports.
7. Schools are encouraged to implement an innovative program for recognizing and awarding parents' exemplary service/performance. That will promote, acknowledge and reward parents for their creative ideas, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts, or services in the public interest, and other personal efforts contributing to efficiency, economy, and improvement of distance learning.
8. Empower families and stakeholders and emphasize the importance of building relationships and community in distance learning to fully support each student's learning process.

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