PROBLEMS ENCOUNTERED BY PARENTS IN LEARNING FACILITATION DURING THE IMPLEMENTATION OF DISTANCE DELIVERY MODALITIES

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Problems Encountered By Parents in Learning Facilitation during the Implementation of

Distance Delivery Modalities

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Abstract

The key purpose of this study was to find out the problems encountered by parents and their recommendations to improve the learning facilitation during the implementation of distance delivery modalities in Casiguran Central School during the School Year 2020-2021. The researcher used descriptive method. The data gathering instrument was the survey questionnaire. Respondents of this study were two hundred twenty - seven parents. Results revealed that most parents were graduates of high school and college; majority of them were labor workers and farmers; and have a monthly income that ranges from five thousand to ten thousand pesos. The main problems that emerged were questions in the modules that caused confusion to the children; answers to the activities that did not match the key; and too many learning activities found in the module. Parents had a hard time because they needed to do both assisting their child and doing household chores at the same time; they had insufficient reference materials that could help them answer difficult tasks; and they needed more time allotment to answer difficult subject like Mathematics. In conclusion, the study was able to determine the prevailing challenges of the participants in terms of SLMs, facilitation, distribution and retrieval, and time management. The result of the study may serve as the springboard for the future improvements of the existing guidelines and programs particularly in school and the Department of Education in general on the implementation of the distance learning delivery.

Key words: *problems, parents, learning facilitation, distance delivery modalities, solutions*

Introduction

Covid-19 Pandemic has brought changes to the lives and activities of the human race worldwide in ways that no one can imagine or expect. The unprecedented situation brought out challenges and opportunities to the different sectors of the community and society (Abu 2020). One of the sectors that is seriously hit by the pandemic is Education. Classroom doors were shut and face to face classes were cancelled for the students due to alarming rise in the number of people infected with Covid-19. However, the Department of Education's (DepEd) firmly stood and insisted that education must continue despite the pandemic. The Basic Education Learning Continuity Plan (BLCP) for the School Year 2020-2021 was approved by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases and held accountable to implement Blended Learning approach through which learners may learn from online, television, radio, and printed materials.

With the distance delivery modalities, learning takes place between the teacher and the learner who are remote from each other during the actual period of instruction. This type of learning has three types, namely, modular distance learning, online distance learning and television/radio-based instruction. Modular distance learning allows learners to utilize selflearning modules or SLMs in print or digital format.

Since education is no longer held within school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular distance learning is establish a connection and guide the child (FlipScience, 2020). And so, the continuing education of the students depends greatly on the stakeholders now: THE PARENTS. Many challenges and difficulties arise in the adoption of the different learning modalities. Taking into consideration their role as home facilitators, parents working from home will now have

additional work — providing technical support or guidance in their children's schoolwork. Parental involvement is important, but how is it fair to ask these parents to do more? Especially since these are the same groups, who are more likely to have less formal education while being more likely to be essential workers or be more directly impacted by the pandemic economically and health-wise? (Forbes Magazine, May 2020).

It is a given fact that all teachers want the students to continue schooling in every way possible, but how about our number one stakeholder (our parents)? How willing are they to put any effort into making the continuous learning of their children possible? How much do they want to get involved? Not all parents can monitor their children's progress. Some are clueless about how to do it because of illiteracy. This situation is more prevalent in rural areas or in remote places. There are a lot of readings about what parent's lack, especially parents who live in poverty.

This modality is indeed challenging on the part of the teachers, parents, and students because this requires greater self-discipline and self-motivation, increased preparation, and greater administrative support to track students and operation of multiple modules.

The key purpose of this study was to find out the challenges encountered by the parents and students in the implementation of distance delivery modality. Also this study aimed to ascertain the methods, interventions or solutions of every educational institution as well as the government in providing assistance to students, parents, and teachers who are having difficulty in this new modality.

Review of Related Literature and Studies

Parents are their children's first teachers. It is from parents that children learn about their culture, values, and language. Parents play a very valuable role in their children's education in and out of

the classroom. Because of this reason, parents need to take on the challenge and provide their

children the tools they will need in order to be successful in school and life. Education does not

only involve acquiring academic qualifications, it also involves learning how to be a productive

member of society. It involves how to behave in social settings. It involves learning how to

figure everyday problems, and so much more. By talking to their children, parents can help them

increase their vocabulary. They help their children in their receptive and expressive language,

and they help their children feel empowered. Also, parents that talk with their children build

lasting positive and strong relationships.

Parents are their children's strongest role model and greatest influence. Children always

adopt parent's values and types of behavior. (Kasapi, Gjylymsere, 2013) Parents play a

significant role in supporting their children's health and learning, guiding their children

successfully through school processes, and advocating for their children and for the effectiveness

of schools. Parent engagement in schools is defined as parents and school staff working together

to support and improve the learning, development, and health of children and adolescents. This

relationship between schools and parents cuts across and reinforces children's health and

learning in the multiple settings—at home, in school, in out-of-school programs, and in the

community.

The 'home education' as a term, represents educational impact of the family on children.

It has been proved that in various family environments, children do acquire a variety of

experiences, through performing various activities and is constantly exposed to a range of

influence and expectations from the people he/she cohabits. In this paper we will analyze the

influence of the parents over their children's education within family environment. It will focus

issues why each family has different educational potentials. In nowadays social circumstances,

the family has a huge and very tough responsibility; as it has to take proper care on their health, their physical development, their overall education, the development of their intellectual affinities, as well as creation for a better moral values and convictions and attitudes, habits to a firm and well behaved cultural relations in the family itself as well as in the society where the child lives. On the other hand, the family as an institution has to create conditions for development of positive relationship towards work, which as such is a predisposition towards a better establishment of a realistic approach for a better development of the children's personality.

Parents can create a home environment suitable for learning by, among other things (OECD 2011): designating an area to do homework, providing access to reading material, and assisting with the organization of homework and studies. Fortunately, the UNICEF has some helpful tips on how parents can help their children learn. The first is that parents can be the ones to set a routine that integrates time for studies and education through online and media sources, while balancing it with other social and play activities that a child also needs. Next, parents should keep open lines of communication, particularly if children are linking what they are learning to what is happening right now in our world. Parents can help their children process what they are learning. Parents can also be the ones to train their children to get into the swing of longer educational sessions, and at the same time, they can monitor their children's online activity, and what resources they are accessing. Finally, parents and teachers should communicate with one another—just as the teacher is now the one who creates the learning modules that students will use on a local level, so it is that parents should also be aware of how to maximize learning from these educational packages.

Just for these reasons, the pedagogues and psychologists as well as other researchers, emphasize in an argumentative way, the role of the parents in their overall children's

development, focusing the development of their personality in the family and wider. It has been said that the so called "children's development climate", more frequently has been seen from the perspective of three interacting factors or dimensions such as; 1. Parental happiness or pleasure to their children's achievement; 2. Needs and the stress that imposes the parental role in the process; 3. The feeling regarding the parental competences towards their children overall development.

Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement (Pérez Sánchez et al., 2013; Tárraga et al., 2017), improving children's self-esteem and their academic performance (Garbacz et al., 2017) as well as school retention and attendance (Ross, 2016). Family involvement has also been found to be associated with positive school climates (Cowan et al., 2012). Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano and Catalano, 2014). Parent's involvement is when parents participate in school events or activities, and teachers provide learning resources or information about their student's grades. Unlike in parent engagement, teachers hold the primary responsibility to set educational goals. They relate to parents not as a partner but an advisor who guides them through academic support for their child. It helps to think of parent involvement as the first step to parent engagement. While teachers can advise parents on some things, parents also have important information about their child that teachers might not know. Both can bring perspectives to the table that enrich a student's learning experience. Neither is complete without the other. As noted by Larry Ferlazzo in his article "Involvement or Engagement?": "A school striving for family involvement often leads with its mouth—identifying projects, needs, and goals and then telling parents how they can contribute.

In an earlier press briefing, Secretary Leonor Briones said, "Education in the new normal is not only online," so there is no need for parents and learners to buy gadgets or devices if their situation or financial status does not allow them to do so.

Despite the important role of families in children's learning and development and the fact that family engagement is acknowledged in several laws, policies, and core competencies as central to the success of programs, workforce preparation for early childhood teachers and providers often does not address working with families. When family engagement is implemented, it may fail to take into account differences among families, such as culture and variations in family forms (U.S. Department of Health and Human Services and U.S. Department of Education, 2016).

Family involvement has also been found to be associated with positive school attachment on the part of children as well as positive school climates (Cowan et al., 2012). Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano and Catalano, 2014). Thus, this study seeks to identify the problems encountered by parents in learning facilitation during the implementation of distance delivery modalities in terms of Self Learning Modules , distribution and retrieval of modules and time management in tutoring. Moreover, the solutions on how the school can help parents who served as learning facilitators during the implementation of distance delivery modality.

Conceptual Framework

Figure 1. A Conceptual Framework showing the INPUT –PROCESS-OUTPUT will be used in   the study. Figure 1 presents the conceptual framework following the IPO model, where Input consists of the respondents' profile: educational attainment, occupation and monthly

income. The problems encountered by the parents in learning facilitation during the

implementation of Distance Delivery Modality in terms of self-learning modules, conduct of

learning facilitation, distribution and retrieval of modules, and time management in tutoring.

And, the solutions on how the school help parents serve as learning facilitators during the

implementation of Distance Delivery Modality

In the Process box, the researcher gathered data through the use of researcher-made

questionnaire, interview and observations. The data gathered were collated, tabulated, analyzed,

presented, and interpreted. The Output of the study was the proposed interventions to improve

the learning facilitation during the implementation of distance delivery modalities.

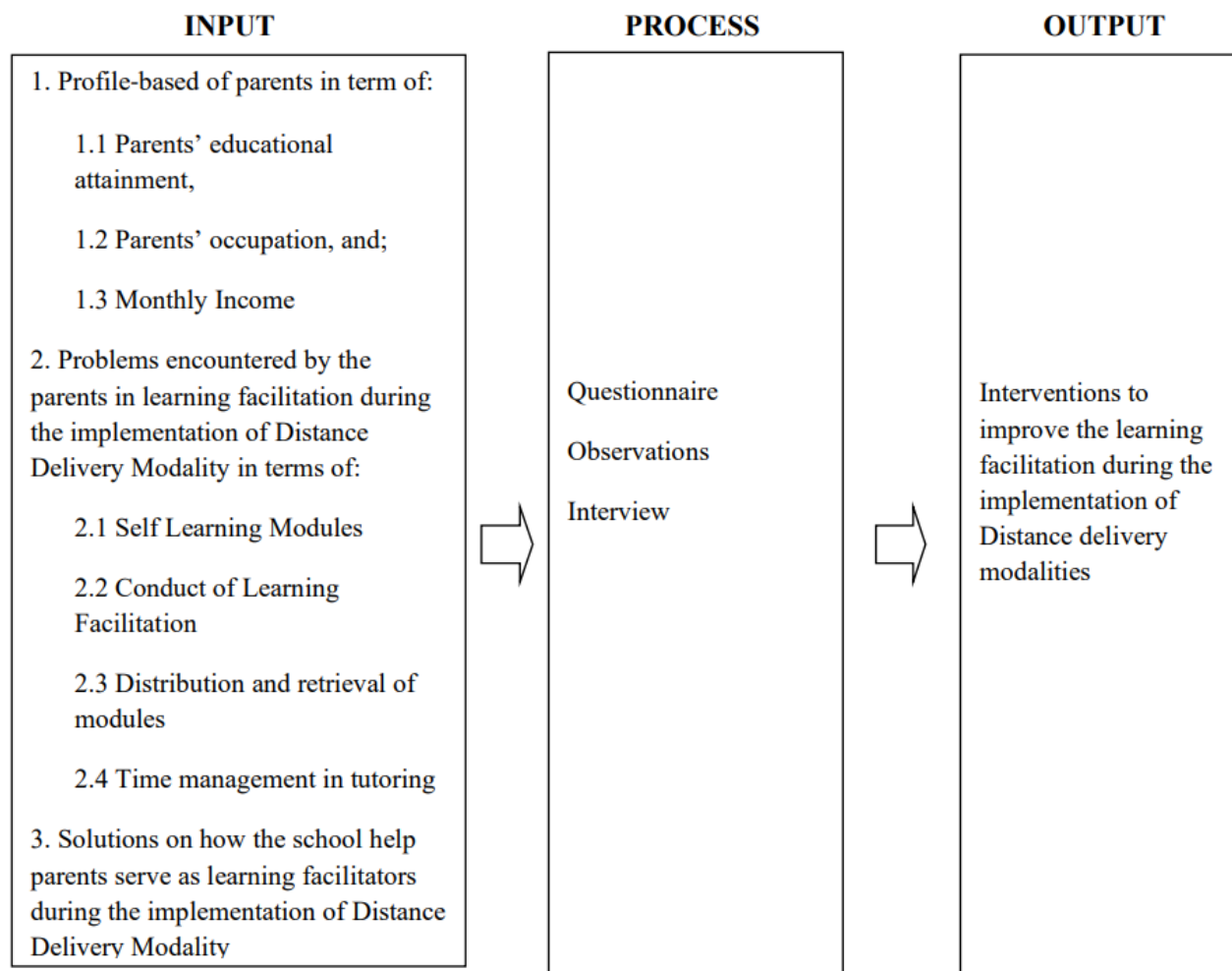| INPUT	PROCESS	OUTPUT

1. Profile-based of parents in term of:
 	
   1.1 Parents' educational attainment,
 	
   1.2 Parents' occupation, and;
 	
   1.3 Monthly Income
 	
2. Problems encountered by the parents in learning facilitation during the implementation of Distance Delivery Modality in terms of:
 	
   2.1 Self Learning Modules
 	
   2.2 Conduct of Learning Facilitation
 	
   2.3 Distribution and retrieval of modules
 	
   2.4 Time management in tutoring
 	
3. Solutions on how the school help parents serve as learning facilitators during the implementation of Distance Delivery Modality
	Questionnaire
	
	Observations
	
	Interview
		Interventions to improve the learning facilitation during the implementation of Distance delivery modalities

Figure 1. A Conceptual Framework showing the INPUT –PROCESS-OUTPUT will be used in   the study

Statement of the Problem

The purpose of this study was to identify the problems encountered by parents in learning facilitation during the implementation of Distance Delivery Modality in Casiguran Central School. Specifically, it aimed to answer the following questions:

1.   How may the profile-based data of parents be describe in terms of:

        1.1   parents' educational attainment;

        1.2   parents' occupation; and

        1.3   family income?

2.   What are the problems being encountered by parents in the learning facilitation in terms of:

        2.1   Self - Learning Modules;

        2.2   Conduct of Learning Facilitation;

        2.3   Distribution and retrieval; and

        2.4   Time management in tutoring?

3.   What solutions can be proposed to the school to help parents who serve as learning facilitators during the implementation of distance delivery modality.

Significance of the Study

This study was significant to the researcher because as an educational practitioner, it would serve as a basis in conducting parental involvement and engagement programs of the school. This concerns the parents' counterpart as home facilitators in learning for the sake of the pupil's welfare for academic growth. More specifically, this study would be beneficial to the following persons and institutions:

To all the parents of Casiguran Central School, it would help them to identify the problems they encountered in learning facilitation during the implementation of Distance Delivery Modalities. To all the teachers and school head, it would help them realize the importance of knowing the status of their parents' involvement and engagement as home facilitators and to identify the strengths and weaknesses of the parents as home facilitators in learning.

To the future researchers, this can be used as basis and reference in conducting another study related to parental involvement and engagement as home facilitators in learning.

Scope and Limitations

This study focused on the problems encountered by parents in learning facilitation during the implementation of distance delivery modalities. The respondents were the 227 parents of Casiguran Central School in the District of Casiguran School Year 2020-2021.

Methods

Type of Research

In this study, the researcher utilized the descriptive type of research using survey method.

Respondents and Sampling Method

The respondents of the study were the 227 parents in Casiguran Central School for the School Year 2020-2021. Samples were drawn using purposive sampling technique.

Grade Level	No. of Respondents (20%)
Kindergarten	25
Grade I	32
Grade II	33
Grade III	40

Grade IV   30

Grade V   33

Grade VI   34

TOTAL   227

The survey questionnaire was constructed to identify the problems encountered by the parents in learning facilitation during the implementation of Distance Delivery Modalities. To ensure the validity of the questionnaire, it was pilot tested to 20 parents of Casiguran Central School.

Data Collection Procedures

In order to achieve the objectives of this study, the researcher sought further approval with request letter to school head and PSDS of the District of Casiguran. The researcher asked permission from IATF to conduct the research following the strict the health protocols.

Ethical Considerations

The researcher sought consent from the parents first. Then, she asked the assistance of the Grade level chairpersons in school to assist her in floating her questionnaires to the parents on the day that they are free and available. Health protocols such as social distancing, wearing of facemasks and face shields, and hand sanitation were strictly implemented throughout the conduct of the study.   The questionnaires were disinfected to avoid transmissions of the virus. All the gathered data were treated confidential.

Data Analysis

A questionnaire was designed to identify the problems encountered by the parents in learning facilitation during the implementation of Distance Delivery Modality which was composed of 15 items on a Likert Scale.

For the Statement of the Problem nos. 1, 2 and 3, frequency count, mean and percentile were used to analyze the data. To interpret the result in Statement Problem no.2 of this study, the Four Point Scale was used.

Degree	Interval	Verbal	Interpretation
4	3.26 – 4.00	Strongly Agree	The parents strongly support the statement.
3	2.51 – 3.25	Agree	The parents support the statement.
2	1.76 – 2.50	Disagree	The parents strongly not support the statement.
1	1.00 -1.75	Strongly Disagree	The parents strongly not support the statement.

Results and Discussions

This presents the analysis and interpretation of gathered data relative to the problems encountered by parents in learning facilitation during the implementation of distance delivery modalities of Casiguran Central School. Tabular and textual presentation were utilized and the content was presented by part.

1. Profile of Parents

1.1 Parents' Educational Attainment

Table 1 shows the distribution of respondents according to their educational attainment. Out of 19 fathers, 5 or 26.32% of them were college graduate which was ranked 1, followed by fathers who were high school undergraduate and college undergraduate both had 4 or 21.05%, which was ranked 2.5; 3 or 15.79% of them were elementary undergraduate which was ranked 4; 2 or 10.53% of them were high school graduate which was ranked 5; 1 or 5.26% of them were elementary graduate which was ranked 6; and 0 or 0% of them were vocational graduate and no formal school which was ranked 7.5.

Out of 208 mothers, 56 or 26.92% of them were high school graduate which was ranked 1; 43 or 23.67% of them were high school undergraduate which was ranked 2; 41 or 19.71% of them were college undergraduate which was ranked 3; 31 or 14.90% of them were college graduate which was ranked 4; 18 or 8.65% of them were elementary graduate which was ranked 5; 13 or 5.73% of them were elementary undergraduate which was ranked 6; 6 or 2.88% of them were vocational graduate which was ranked 7; and 0 or 0% of them had no formal education.

It shows that most of the parents at Casiguran Central School were high school and college graduate. This implies that education affects the way of upbringing their children and the way of guiding their academic achievement.

Table 1
Frequency Distribution of Educational Attainment

Educational Attainment	Frequency	Percentage	Rank
Father			
No formal school	0	0	7.5
Elementary undergraduate	3	15.79	4
Elementary graduate	1	5.26	6
High School undergraduate	4	21.05	2.5
High School graduate	2	10.53	5
Vocational Graduate	0	0	7.5
College Undergraduate	4	21.05	2.5
College Graduate	5	26.32	1
Mother			
No formal school	0	0	8
Elementary undergraduate	13	5.73	6
Elementary graduate	18	8.65	5
High School undergraduate	43	20.67	2

High School graduate	56	26.92	1
Vocational Graduate	6	2.88	7
College Undergraduate	41	19.71	3
College Graduate	31	14.90	4

1.2. Parents' Occupation

Table 2 presents the distribution of respondents according to their occupation. Out of the 227 respondents, 48 or 21.15% of them were labor workers which was ranked 1; 46 or 20.26% of them were farmers which was ranked 2; 41 or 18.06% of them were housemaid which was ranked 3; 38 or 16.74% of them were government employees which was ranked 4; 20 or 8.81% of them were self-employed which was ranked 5; 11 or 4.85% of them were fisherman which was ranked 6; 10 or 4.41% of them were Overseas Filipino Workers (OFW) which was ranked 7; 5 or 2.20% of them were barangay officials which was ranked 8; and 2 or 0.88% of them were Security Guards which was ranked 9.

The result implies that most of the respondents were labor workers and farmers. According to Pew Research Center survey, balancing works and family poses challenges for parents. In fact more than 56% of all working parents say this balancing act is difficult.

Table 2
Frequency Distribution of Parent's Occupation

Parent's Occupation	Frequency	Percentage	Rank
Farmer	46	20.26	2
Housemaid	41	18.06	3
Fisherman	11	4.85	6
Government Employee	38	16.74	4
Labor Worker	48	21.15	1
OFW	10	4.41	7
Self-Employed	20	8.81	5
Van driver	6	2.64	7
Security Guard	2	0.88	9
Barangay Official	5	2.20	8

1.3 Family Income

Table 3 depicts the distribution of respondents according to their monthly income. Out of the 227 respondents, 178 or 78.41% of them earned 5,000-10,000 which was ranked 1; 20 or 8.81% of them earned 11,000-15,000 which was ranked 2; 11 or 4.85% of them earned 21,00030,000 which was ranked 3; 9 or 3.96% of them earned 16,000-20,000 which was rank 4.5; and 9 or 3.96% of them earned 31,000- above which was rank 4.5 also.

The findings indicate that most parents have 5,000-10,000 monthly income. McLachlan et al. (2013), stated that more educated and richer parents can provide a better environment for their children.

Table 3
Frequency Distribution of Monthly Income

Monthly Income	Frequency	Percentage	Rank
5,000.00 – 10,000.00	178	78.41	1
11,000.00- 15,000.00	20	8.81	2
16,000.00- 20,000.00	9	3.96	4.5
21,000.00- 30,000.00	11	4.85	3
31,000.00- above	9	3.96	4.5

3. Problems Encountered by Parents in Learning Facilitation during the Implementation of Distance Delivery Modalities

2.1 Self- Learning Modules

The data revealed that parents mostly agree that there were questions in module that cause confusion to their child (Mean = 2.81) which was ranked 1; there were answers in the activities that did not match in the answer key (Mean = 2.75) which was ranked 2; their child had a hard time because of so many activities in the module (Mean = 2.63) which was ranked 3; their

child had difficulty when it comes to understanding the module (Mean = 2.54) which was ranked

4, and the content and activities of SLM do not fit the level of their child was not a problem of

some parents (Mean = 2.44) which was ranked 5.

This shows that the most common problem of parents were the questions in module that

cause confusion to their child. It was supported by the study of Dangle and Sumaong (2020) that

the teacher should re-evaluate the modules, the instructions in every exercise must be clear

enough for the learners to understand. Topics must be simplified, and teachers must give more

examples.

Table 4
Self - Learning Modules

ITEMS	4	3	2	1	n	Efx	M	R	VD
1. Ang nilalaman at mga gawain ng SLM ay hindi naaangkop sa lebel ng aking anak. The content and activities of SLM does not fit the level of my child.	32	74	81	42	227	554	2.44	5	Disagree
2. Nahihirapan ang aking anak sa napakaraming gawain ng modyul. My child is having a hard time because of so many activities in the module	40	77	93	21	227	597	2.63	3	Agree
3. Nahihirapan ang aking anak na intindihin ang aralin sa modyul. My child is having difficulty when it comes to understanding the module.	31	81	95	20	227	577	2.54	4	Agree
4. May mga tanong sa modyul na nagdudulot ng pagkalito sa bata. There are questions in module that causes confusion to my child.	45	110	55	17	227	637	2.81	1	Agree
5.May mga sagot sa gawain na hindi tugma sa susi sa pagwawasto. There are answers in the activities that do not match in the answer key.	48	100	54	25	227	625	2.75	2	Agree
Over-all Mean							**2.63**		**Agree**

2.2 Conduct of Learning Facilitation

Table 5 shows the frequency distribution and qualitative description on the problems encountered by parents in learning facilitation during the implementation of distance delivery modalities. The data revealed that most parents agree that they had a hard time to teaching their child while doing household chores (Mean = .63) which was ranked 1. While, there were parents said that teaching their children (Mean = 2.41) which was ranked 2,   difficulty in answering the modules because of parent's lack of knowledge about the lesson (Mean = 2.39)which was ranked 3, Cursive writing" (Mean = 2.36) which was ranked 4, and illness" (Mean = 1.80) which was ranked 5 were among problems of the other parents.

Table 5
Conduct of Learning Facilitation

ITEMS	4	3	2	1	n	Efx	M	R	VD
1.Nahihirapan akong turuan ang aking anak dahil kulang ang aking kaalaman sa aralin. My child has difficulty in answering the modules because I lacked the knowledge about the lesson.	40	59	78	50	227	543	2.39	3	Disagree
2.Nahihirapan akong hatiin ang aking oras sa pagtuturo dahil marami akong anak na ginagabayan. I'm having a hard time to teach my children.	41	54	90	42	227	548	2.41	2	Disagree
3.May mga kasanayan na hindi pa kayang ituro ng magulang katulad ng pagsusulat ng dugtong-dugtong (cursive writing) There are skills that parents have a hard time to teach them like cursive writing	40	51	87	49	227	536	2.36	4	Disagree
4. Nahihirapan akong hatiin ang aking oras sa pagtuturo sa aking mga anak kasabay ng mga gawain sa tahanan. I'm having a hard time to teach my child while doing household chores.	51	72	73	31	227	597	2.63	1	Agree

	4	3	2	1	n	Efx	M	R	VD
5. Hindi ko natuturuan ang aking anak dahil ako ay may sakit. I cannot teach my child in his/her studies due to my illness.	16	25	84	10 2	227	409	1.80	5	Disagree
Over-all Mean							**2.32**		**Agree**

Legend: 1.00-1.75 – Strongly Disagree; 1.76-2.50 – Disagree; 2.51-3.25 – Agree; 3.26- 4.00 – Strongly Agree

2.3 Distribution and Retrieval of Modules

Table 6 presents the frequency distribution and qualitative description on the problems encountered by parents in learning facilitation during the implementation of distance delivery modalities. The data revealed that most parents agree that they have insufficient supplementary materials such as books and other reading materials (Mean = 2.52) which was ranked 1. While, exchange of modules Mean=2.34) which was ranked 2, distance of home to school (Mean = 2.30) which was ranked 3, time in getting and returning modules in school (Mean = 2.00) which was ranked 4; and the schedule of distribution and retrieval of modules (Mean = 1.91) which was ranked 5 were the problems of other parents.

Table 6
Distribution and Retrieval of Modules

ITEMS	4	3	2	1	n	Efx	M	R	VD
1. Malayo ang tahanan namin sa paaralan Our house is far from the school.	38	49	84	56	227	523	2.30	3	Disagree
2. Wala akong panahon sa pagkuha at pagbalik ng modyul sa paaralan. I have no time in getting and returning modules in school.	23	35	88	81	227	454	2	4	Disagree
3. Kinakapos kami sa oras sa pagsasagot ng modyul kaya matagal kaming nakapagpapalitan. My child and I are always in a hurry in answering the module that's why we late in exchanging modules.	27	62	99	39	227	531	2.34	2	Disagree

4. Wala kaming supplementary materials katulad ng libro na mapagkukunan ng karagdagang kaalaman sa aralin upang matapos ang modyul We have insufficient supplementary materials such as books as resources in answering the modules.	45	67	77	38	227	573	2.52	1	Agree
5.Hindi malinaw sa akin ang iskedyul ng pagkuha at pagbalik ng modyul. The schedule in distribution and retrieval of modules was not clear to me.	20	26	94	87	227	433	1.91	5	Disagree
Over-all Mean							**2.21**		**Disagree**

Legend: 1.00-1.75 – Strongly Disagree; 1.76-2.50 – Disagree; 2.51-3.25 – Agree; 3.26- 4.00 – Strongly Agree

2.4. Time Management in Tutoring

Table 7 presents the frequency distribution and qualitative description on the problems encountered by parents in learning facilitation during the implementation of distance delivery modalities. Data revealed that majority of the parents agree that there were lessons that need extra time like Mathematics that cause late submission to school (Mean = 2.64) was ranked 1. While, hurrying to teach their child because their classmates are waiting for the module" (Mean = 2.38) was ranked 2, they often late in answering the modules with their child because they lack the knowledge about the lesson"(Mean = 2.27) was ranked 3; "they have difficulty dividing their time in teaching because they have children" (Mean = 2.24) was ranked 4; and they have no time to teach their child because of their job (Mean = 2.23) was ranked 5.

This suggests that most of the parents encountered problems in lessons that need extra time like Mathematics and they were always in a hurry teaching their children because their classmates were waiting their turn to answer the module.

Table 7
Time Management in Tutoring

ITEMS	4	3	2	1	n	Efx	WM	R	VD
1. Nagmamadali akong turuan ang aking anak dahil meron pang gagamit ng module. I was always in a hurry in teaching my child because his/her classmate is waiting for the module.	34	67	77	49	227	540	2.38	2	Disagree
2. Natatagalan kong turuan ang aking anak dahil wala akong sapat na kaalaman ukol sa leksyon. We have a late time in answering the module with my child because I lack the knowledge about the lesson.	33	50	89	55	227	515	2.27	3	Disagree
3. Wala akong panahon turuan ang aking anak dahil sa trabaho. I have no time to teach my child because of my job.	24	58	92	53	227	507	2.23	5	Disagree
4. Nahihirapan akong hatiin ang aking oras sa pagtuturo dahil marami ang aking anak na tinuturuan. I have difficulty dividing my time in teaching because I have children.	27	52	96	52	227	508	2.24	4	Disagree
5. May mga aralin sa module na ngangailangan ng maraming oras katulad sa matematika na nagiging sanhi ng matagal na pagsumite sa paaralan. There are lessons that need extra time like Mathematics that causes late submission to school.	43	88	67	29	227	599	2.64	1	Agree
Over-all Weighted Mean							**2.35**		**Disagree**

Legend: 1.00-1.75 – Strongly Disagree; 1.76-2.50 – Disagree; 2.51-3.25 – Agree; 3.26- 4.00 – Strongly Agree

3. Solutions on the Problems Encountered by Parents in Learning Facilitation during the

Implementation of Distance Delivery Modalities

Table 8 depicts the possible solution on how to help parents in their problems encountered in learning facilitation during the implementation of distance delivery modalities. Out of the 227 respondents, 199 or 87.67% agreed that there should be free reading materials for their child coming from the school was ranked 1; 177 or 77.97% agreed that there should be regular meetings of teachers and parents about Modular Distance Learning was ranked 2; coordination of school in the barangay to have Reading Program to help their child was ranked 3; 142 04 62.56% agreed on the conduct of Parent Learning Action Cell (PLAC) about the use the DepEd LR Portal like DepEd Commons" was ranked 4; 132 or 58.15% agreed on regular home visitation of teachers in their house was ranked 5; and 131 or 57.71% agreed on the provision of para- teachers for the parents who have difficulty in teaching their child was ranked 6.

Among the suggested solutions, school should provide supplementary learning materials to students. Having reference such as books and additional reading materials could help them understand their lesson. Having regular conduct of meeting with the parents in school can help the parents ease their burden of assisting their children in answering their modules.

Table 8
Possible Solutions on the Problems Encountered by Parents in Learning Facilitation during the Implementation of Distance Delivery Modalities

ITEMS	Frequency	Percentage	Rank
Libreng babasahin o *reading materials* para sa aking anak mula sa paaralan. Free reading materials for my child from the school.	199	87.67	1
Pagkakaroon ng PARA-Teacher para sa mga magulang na may masidhing dahilan na hindi makapagturo ng kanilang anak sa tahanan. Provision of PARA Teacher for the parents that have intense reason of having difficulty in teaching his/her child	131	57.71	6

Pagkakaroon ng Orientasyon o Parent Learning Action Cell o PLAC tungkol sa pagtuturo sa mga magulang kung paano magamit ang Deped LR Portal katulad ng Deped commons. Conduct Orientation or Parent Learning Action Cell (PLAC) about how to use the DepEd LR Portal like DepEd Commons	142	62.56	4
Pakikipag-ugnayan ng paaralan sa aming barangay na magkaroon ng *Reading Program* o programa sa pagbasa upang matulungan ang aming anak. Coordination of school in the barangay to have Reading Program to help our child.	149	65.64	3
Regular na pagbisita ng mga guro sa aming tahanan. Regular home visitation of teachers in our house.	132	58.15	5
Regular na pagpupulong ng mga guro at magulang hinggil sa kasalukuyang sitwasyong ng pagkatutong modyular. Regular meeting of teachers and parents about Modular Distance Learning	177	77.97	2

Conclusions

Based on the result of the study, the following conclusions are drawn:

1.   Majority of the parents were graduates of high school and college; mostly labor workers and farmers, and have monthly income that ranges from five thousand to ten thousand pesos only.

2.   Their problems were the questions in the modules that cause confusion to their children, answers to the assessment did not match in the answer key, too many learning activities, and lessons that were difficult to understand.

3.   Lack of supplementary materials such as free reading materials for their children from the school and reference materials for every lesson that they do not know were also the problems of the parents.

Recommendations

From the data gathered, the following are some recommendations that can be used by the school during the implementation of distance delivery modalities.

1.   Since most parents have low educational attainment, teachers are encouraged to willingly provide assistance and help them and their children to cope with the difficult tasks in the modules. Regular meetings with them is highly recommended.

2.   The teacher must review first the content of the modules before it will be given to children. The school should provide sufficient supplementary reading materials or references. There must be an open communication between parents and the teachers. As for the extensive learning tasks, the teacher must trim these down.

3.   Regular meeting of parents about Modular Distance Learning must be implemented. The school head may also coordinate to the officials to establish a Supplementary Program in the barangay. The DepEd LR Portal like DepEd Commons must be introduced to parents through Parent Learning Action Cell (PLAC).

4.   There should be a periodical schedule of home visitation to those learners who are struggling and at-risk of failing and dropping out from the school.

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