



# PROBLEMS ENCOUNTERED VIS-A-VIS COPING MECHANISMS EMPLOYED AMONG PARENTS OF GRADE 5 PUPILS ON MODULAR DISTANCE LEARNING MODALITY

Villanos, Winlove C.

Completed 2022



**E - Saliksik**  
Department of Education  
Research Portal  
[e-saliksik.deped.gov.ph](http://e-saliksik.deped.gov.ph)

*E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.*

## **Problems Encountered Vis-à-vis Coping Mechanisms Employed Among Parents of Grade 5 Pupils on Modular Distance Learning Modality**

**Villanos, Winlove C.**

Teacher III

Sicayab Elementary School

Department of Education, Division of Dipolog City

winlove.villanos@deped.gov.ph

09074623099

### **Abstract**

This study aimed to investigate the problems encountered vis-a-vis coping mechanisms employed among parents of Grade 5 pupils of Sicayab Elementary School on modular distant learning modality, during the academic year 2020–2021. This study employed a descriptive-quantitative method of research with a questionnaire as the main data collection tool for data collection. The collected data were statistically analyzed using frequency computation of counts and percentages, weighted mean, and Kruskal-Wallis and Spearman Correlation in rank order. It was noted that parents faced challenges as a result of the deployment of the modular distant learning modality among primary students in the public school system, notably over how to support their children's learning and eventual module completion. These issues result from parents' inability to serve as para-teachers owing to ignorance as well as from their inability to devote enough time to their children's education due to financial considerations. Parents were also forced to deal with the aforementioned issues due to the growing constraints brought on by the pandemic. However, parents rarely used coping techniques since they didn't have enough time to reconcile their responsibility to their family with their other obligations.

**Keywords:** *problems encountered; coping mechanisms; modular learning*

### **Acknowledgment**

The following people have my sincere gratitude; without them, this research project would not have been feasible.

To my parents: thank you for your love, prayers, and giving.

For the encouragement and support of my partner and daughters.

Thank you for your unflinching direction during the course of our investigation, Mr. Kent M. Adolfo.

To my Sicayab Elementary School coworkers for having faith in my abilities to complete this research study.

Thank you for your patience, Grade V parents.

Last but not the least, praise be to God Almighty for providing me with never-ending chance, wisdom, and information. His abundant gifts make it possible for this research to be the best and most successful it has ever been

## **Introduction**

The new coronavirus illness (COVID-19) pandemic, which has dispatched over 200,000 individuals and infected over 3 million people in 148 countries, has wreaked devastation all over the world. The economy and labor market have already experienced a shock as a result of the crisis. Most countries have momentarily halted educational institutions around the world in an effort to stop the COVID-19 epidemic's growth. Schools act as hubs for activity and social interaction. When schools are out, a lot of kids and teenagers miss out on crucial social interactions (Bhamani et al. 2020).

In typical educational settings, parental involvement is vital to student educational outcomes. The effectiveness of students in a virtual learning environment has been shown to be significantly impacted by parental support (Woofter 2019). Nevertheless, parents ought to accept additional roles and duties as their children participate in online education and embrace greater instructional accountability for their learning (Liu, et al. 2010). The role that parents would portray in their children's online, remote, or modular learning is therefore frequently difficult for parents to understand (Murphy and Rodriguez-Manzanares 2019).

In traditional educational systems, parental involvement is a significant contributor to student progress. Support from parents has been shown to make a big difference in students' achievement in a virtual learning environment (Woofter 2019). However, as their children engage in online education and as the instructional responsibility for their child's learning increases (Liu et al., 2010), parents must assume new and unexpected roles and obligations. Due to this, parents frequently find it difficult to comprehend what part they should play in their children's online, remote, or modular learning (Murphy and Rodriguez-Manzanares 2019).

Regarding distant learning, parents have contrasting opinions. Some parents are more immersed and engaged than others in their kids' academic lives, which some see as a hardship. For parents, the most challenging and helpful characteristics of online, distant, or modular learning are ensuring that their children complete their schoolwork and communicating with the child's online teachers. Additionally, schools and instructors do not possess the tools necessary to encourage parental engagement, particularly through the effective application of technology (Goodall 2016). Parental involvement in remote learning environments may be constrained by a lack of financial resources, an absence of an internet connection, a lack of passion for applying technology, and insufficiency of digital self-efficacy (Beckman et al. 2019).

The accomplishments of the Philippines' new standard of education is being fueled by educators' continuing innovations and the vigorous involvement of other stakeholders. To ensure educational continuity and to enable respective schools to continue achieving its goal of offering high-quality instruction to every Filipino learner, the Department of Education established various distant learning modalities. Distance learning is used when a teacher and students are physically separated while they are learning. The different distance learning modality types include blended learning, TV/radio-based instruction, modular distance learning (MDL), and online distance learning (ODL) (Quinones 2020).

The teacher is responsible for monitoring pupils' progress in modular remote learning. The teacher can be reached by students via an array of channels, incorporating email, phone, text message, and instant messaging. Whenever possible, the instructor will visit kids at home who require support or remediation (Llego n.d.). Learners, parents, or guardians will receive printed modules from teachers or local government representatives. Parents now work with teachers since education is no longer just

something that happens in the classroom. Due to the fact that they encourage learning at home, parents are crucial. Their main duty in modular remote learning is engaging with and mentoring students (FlipScience 2020).

Because of this, in modular learning, parents and other adult guardians assume roles like Module-ator, Bundy-clock, and Home Innovator. As a Modulator, they gather printed Self-Learning Modules (SLMs) from and deliver them to schools or barangay halls at the beginning and end of each week, as decided by the parents and the school. They have to use a Bundy-clock to examine their youngster's schedule or weekly schedule. To prevent cramming or submission gaps, which could harm the child's performance, they must ensure that all protocols are ensued due to the many subjects or tasks that need to be accomplished. In order to help their child focus more on what they need to learn, a Home Innovator must establish a conducive learning environment for them.

The MDL promotes self-directed learning through the use of modules. One advantage of using modules for instruction is that students can study more autonomously. The principles presented in the subject are actively understood by the students. They build a sense of accountability as they accomplish the module's tasks. Without much to no help from others, the learner advances on their own. They are gaining confidence and improving their learning abilities (Nardo 2017). Additional benefits of modular instruction include greater flexibility for teachers and staff, better adaptability of instructional materials, and more choice and self-pacing for students. The drawbacks include the requirement that pupils exhibit notable self-discipline and self-motivation, more time spent in preparation, and a lack of concrete benefits.

### **Literature Review**

Despite the COVID-19 pandemic threat, teachers, students, and the institution in the Philippines are still getting used to distance learning. The closure of educational institutions in an effort to stop the spread of the COVID-19 epidemic has had an effect on more than 1.5 billion students worldwide. Due to this, there is not only an economic crisis but also an educational problem. Teachers, who are at the forefront of this educational problem, bear a heavy burden in ensuring that all students continue to get an equal, inclusive education despite the epidemic (UNESCO, 2020 B).

Distance learning has gained popularity as a means of preventing the spread of the virus during this epidemic. A instructor who is physically and chronologically distant from the learner conducts the majority or all of the teaching during distance learning. As a result, the majority of engagement or communication takes place using artificial media, such as printed modules, electronic devices, or telecommunications networks (Patru and Khvilon 2012). Rafidi (2020) emphasizes that if learning is to continue throughout the epidemic, a paradigm shift is essential for having a meaningful remote learning experience. Some teaching-learning mechanisms are challenging to imitate at home, even as the participants in the educational process slowly get used to this new typical setup. It is a necessary sociological element of living in an

In order to make meaningful progress, teachers, as instruction specialists, recognize the requirements and interests of their students. However, the existing environment makes it difficult to attend to every child individually. The largest predictor of a child's results in life is thought to be their parents, who are their children's first teachers. Low-income families require support and aid, not sympathy from the system's educational system. In this method, parents and teachers can work together for the benefit of the child's education (Alicamen and Abadiano 2020). Children achieve better

educational outcomes once parents are actively involved. Being a mom and a teacher simultaneously is inclusive (Nyarko 2017). A number of characteristics, such as parents' socioeconomic status, educational level, self-esteem, motivation, degree of comfort, and language proficiency, might influence how they respond to and engage in this educational endeavor (LaRocque, Kleiman and Darling 2011).

According to the Philippine Information Agency (2020), the modular approach is unable to teach children the core abilities of reading and writing in their early years. Additionally, it was asserted that parental support and supervision would encourage youngsters to pursue their academic interests. According to studies, parental involvement is the crucial component that is missing from educational equity in systems like modular distant learning. Even the most reputable schools and teachers are incapable to adequately educate every child on their own. It is necessary to have active parental and family support.

Furthermore, research explains that many students in basic education lack the skills necessary for independent learning, and many students lack parental and guardian assistance (Tibon 2020). Additionally, it is important to think carefully about how to make high-quality modules that will meet the various needs of the students. Last but not least, the learners' general growth may be impacted. Students could be minimal opportunities for socializing and interacting. Students who have a hard time adjusting to the school system's abrupt change may have issues as a result. As a result, the Private Education Assistance Committee (2020) accentuates the significance of parental involvement. Parents or guardians lack the expertise to mimic a teacher's role in facilitating learning, yet they can nevertheless make a valuable contribution.

Education level, self-worth, motivation, degree of comfort, language proficiency, and even sociodemographic profile all have an impact on how parents respond to and participate in modular teaching. Teachers should strive to develop familiarity with parental involvement and significance. This will boost parental involvement. It is vital to underline parental involvement as a process rather than a one-time event to motivate parents to improve their ability to support their children in receiving the finest education possible. In order to keep the pupils' education uninterrupted in the midst of the epidemic, home, and school cooperation must be active. To help the parents instruct their children, necessary orientation, regular support, and consistent conferences must be in place. Additionally, deeper connections and communication are required in order to have a firm understanding of the participants in the educational cycle and to convey helpful feedback on the kids' development in relation to the learning intervention created by the educational authorities (LaRoque et al. 2011).

Without parental support, children are incapable of executing distance learning for kindergarten and early childhood education levels. Parents need to enthusiastically participate in a sequence of remote learning activities with young children as their companions and teachers. In place of teachers at school, parents are presumed to assist their children learn at home. From offering educational resources in the form of digital media accessible via the Internet until parental supervision is required for learning management at home. Consequently, it highlighted how crucial parents' guidance and support are in helping children succeed in remote learning. Given the state of the industry, remote learning, which is carried out at home under parental supervision, has a variety of challenges. Parents lack knowledge of the subject matter, challenges in piquing the child's interest and motivation to learn, time constraints due to work commitments, difficulties using technology and Internet connection services, a lack of resources, and a lack of patience when teaching kids at home. This increases the demand from parents for the institution to hold face-to-face discussions at the school

right away, as is customary (Sari and Maningtyas 2020). Therefore, in reference to the role of parents in promoting learning at home throughout the pandemic, learning environments at home are not more advantageous for pupils than those at facilities, even though parents help and guide students as they complete the assignments provided by the teacher (Lilawati 2020).

In order to guarantee that children who attend school do so in a setting that is both secure and safe, parental involvement is an essential component. Academic attainment is higher among students whose parents are involved and encouraging. It is clear that parental engagement is most operative when seen as a collaboration between educators and parents, which will lead to a better understanding of the successful parental involvement strategies in fostering learner accomplishment. In order to assist children in learning and achieving their academic goals, parents and instructors have a mutual obligation. Parent engagement happens when parents volunteer their help at home and at school and when teachers invite them to school meetings or events. This is how they connect themselves. Parents commit to prioritizing their child's educational goals, while teachers commit to listening and facilitating parent-teacher collaboration by providing a platform. Encouragement of parental involvement goes beyond simple civility. It is one of the best strategies to make the classroom a happy place for all students to learn (Olivo 2020).

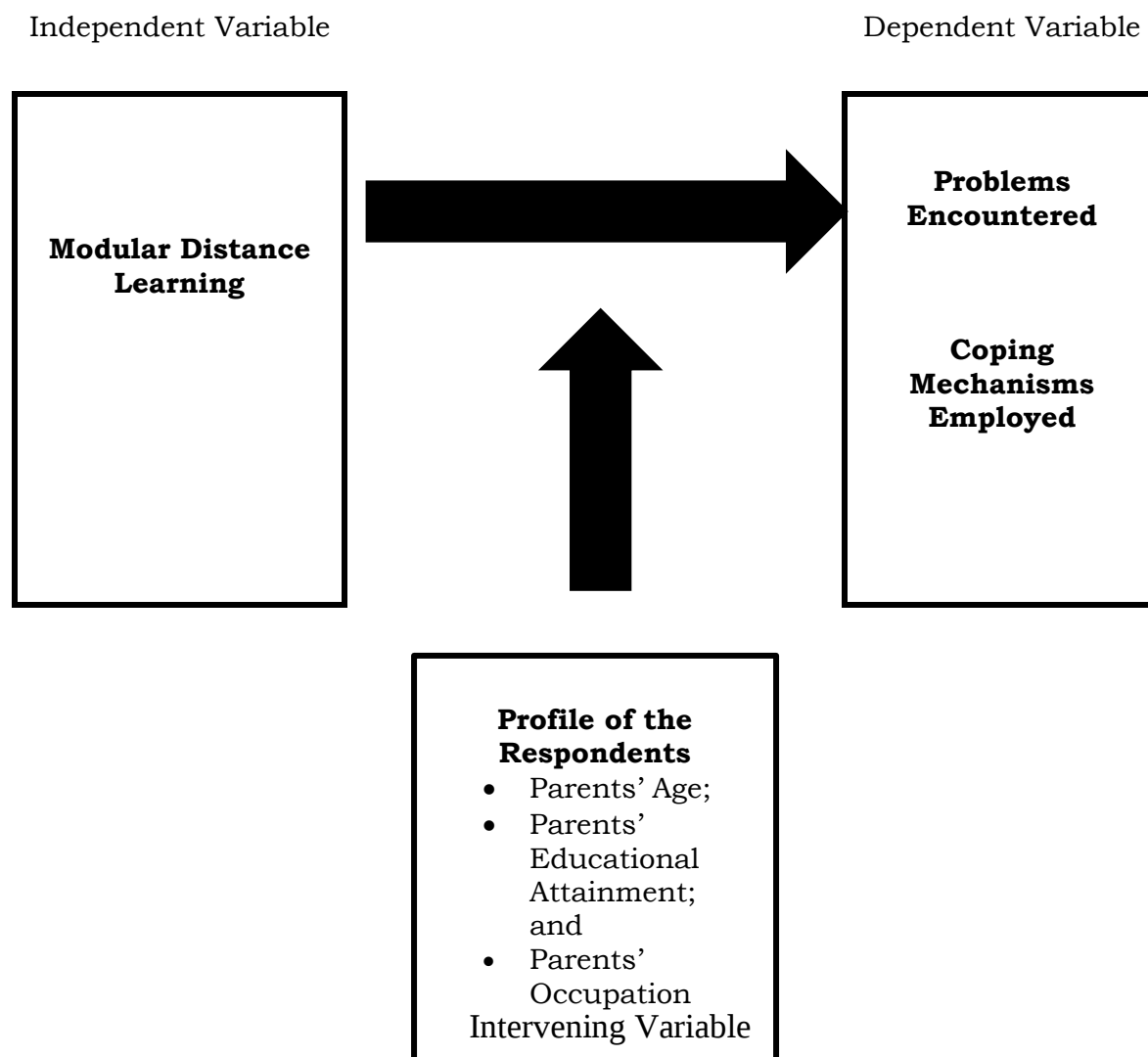
Numerous empirical studies have backed up the importance of parents participating in their children's education. According to research from the National Coalition for Parent Involvement in Education, students with involved parents are more likely to have better social skills, demonstrate improved behaviour, have higher grades and test scores, attend school regularly, and have higher test scores regardless of their background or income (Brooks 2019). Additionally, two studies' results showed the advantages of parents' involvement in their children's schooling (White 2018). Based on one study, parents' attention and encouragement help kids realize their education is important enough for adults to take an interest in. Children often imitate adult behavior, therefore when parents take an active role

Significant obstacles thwart parents from enthusiastically contributing in their children's education. These consist of parental resources and teacher attitudes. Nevertheless, schools and teacher preparation can help to overcome these challenges. One barrier to parental involvement may be teacher attitudes.

Parenting is significant in the Philippines since the family is regarded as the foundation of one's social existence. However, the social contexts in which Filipino families are embedded have undergone tremendous transformation over the previous ten years (Ochoa and Torre, n.d.) Education for children is gradually moving in the direction of a more thorough grasp of learning in the twenty-first century.

Given that children's education is increasingly taking place in a range of settings, parents are in a unique position to ensure that these settings best match their children's particular learning needs. As a result, parental participation studies persist as inaccurate representations of parents' involvement in their children's education (Olivo 2020).

**Conceptual Framework.** Figure 1 displays the schematic diagram of the study. The independent variable signifies the modular distant learning modality. The intervening variable includes the profile of the respondents in terms of parent's age, parents' educational attainment, and parents' occupation, while the dependent variable indicates the problem encountered among parents and the coping mechanism employed in order to solve the problem.

**Figure 1: Schema of the Study****Research Questions**

This study aimed to investigate the problems encountered vis-à-vis coping mechanisms employed among parents of Grade 5 pupils of Sicayab Elementary School on modular distance learning modality during the academic year 2020-2021.

Specifically, this study sought to answer the following:

1. What is the profile of the respondents in terms of:
  - 1.1. Parents' Age;
    - 1.1.1. Father's Age;
    - 1.1.2. Mother's Age;
  - 1.2. Parents' Educational Attainment;
    - 1.2.1. Father's Educational Attainment;
    - 1.2.2. Mother's Educational Attainment;
  - 1.3. Parents' Occupation;

- 1.3.1. Father's Occupation; and
- 1.3.2. Mother's Occupation?
2. What are the problems encountered among parents in modular distance learning modality?
3. What are the coping mechanisms employed by parents to address the problems encountered in modular distance learning modality?
4. Is there a significant difference on the problems encountered by parents when analyzed according to their profile?
5. Is there a significant difference on the coping mechanisms employed by parents when analyzed according to their profile?
6. Is there a significant relationship between the problems encountered by parents and their coping mechanisms employed in modular distant learning?

**Hypothesis.** The following hypotheses were tested at 0.05 level of significance:

- HO<sub>1</sub> : There is no significant difference on the problems encountered by parents when analyzed according to their profile.
- HO<sub>2</sub> : There is no significant difference on the coping mechanisms employed by parents when analyzed according to their profile.
- HO<sub>3</sub> : There is no significant relationship between the problems encountered by parents and their coping mechanisms employed in modular distance learning modality.

### **Scope and Limitation**

This study looked into the difficulties parents of Sicayab Elementary School Grade 5 students who were using a modular distance learning modality during the academic year 2020–2021 faced in relation to the coping mechanisms they used. The descriptive-quantitative (Placeholder1) method of research was employed in this study, with a validated self-made questionnaire serving as the main data collection tool. The analysis of the data responses gathered from the parents of the Grade 5 students at the aforementioned elementary school was the exclusive focus of this study. Additionally, the data collected for this study was left open-ended on purpose to act as the foundation for other research projects of a similar nature.

### **Method**

#### **Research Design**

This study used the descriptive-quantitative survey method of research. A descriptive survey attempts to establish the range and distribution of some social characteristics, such as education or training, occupation, and location, and to discover how these characteristics may be related to certain behavior patterns or attitudes (Locklear 2012). Further, this study used a validated self-made questionnaire to gather the data.

#### **Research Participants**

The parents of the 136 Grade 5 students at Sicayab Elementary School served as the study's respondents. In light of this, the researcher noted that using the whole population is advised for populations of 100 or less (Calmorin and Calmorin 2012). Over a hundred call for sample. However, they also cautioned against assuming that a bigger sample size will equate to more accurate or precise results. Happy (2020) also noted that because the group with the specific set of traits of interest is often somewhat

limited, the researcher chose to analyze the entire population. The researcher may have left out a crucial component of the problem he or she was seeking to solve if they neglected to include a tiny number of units (like persons) in their study. Furthermore, because this appears to explain why the population that could be studied is so tiny, the characteristic revealed by the population is considered to be unusual. As a result, the researcher used the entire population as study participants. This study was conducted in Sicayab Elementary School, a public elementary school, situated at Sicayab, Dipolog City under the North District of Dipolog City Schools Division

### **Research Instrument**

An altered and modified questionnaire was used as the main data collection method for this investigation. There were three (3) parts to the questionnaire. The respondents were profiled in the first section, which dealt with their parents' experiences with the modular distance learning mode. The final section discussed the coping strategies used by parents to deal with issues related to the modular distant learning modality. Additionally, the reliability of the aforementioned questionnaire was tested using the Cronbach Alpha-Test, which produced an internal consistency score of 0.77344 for the tool. The self-created questionnaire was therefore suitable for this investigation.

### **Data Gathering Procedure**

The researcher collected data when the parent(s) of students in grade 5 were distributing and submitting modules. To learn about the respondents' profiles and their opinions of the issues and solutions related to the modular distant learning modality, the researcher created a self-made questionnaire. It should be noted that the researcher requested permission from the school principal to distribute the questionnaire to the subject respondents prior to doing so. After receiving approval, the researcher personally delivered the questionnaire to the parent(s) of the school's Grade 5 students. Additionally, adhering to the COVID-19 procedure, the researcher carefully monitored social distance, the usage of a face mask, and facial expressions after distributing the questionnaire to the parents of the Grade 5 students.

For comprehension, clarity, and understanding, she personally discussed the goal of her research to the parents during the data collection process and provided a vernacular explanation of each questionnaire item. The respondents were simultaneously prompted by the researcher to complete a questionnaire. The researcher gathered all of the disseminated questionnaires, totaled them, and tabulated them before sending the data to a statistician for statistical analysis.

The Inter-Agency Task Force required the researcher to adhere to a minimum health protocol during the conduct of this study in order to protect both herself and the study's respondents. The researcher distributed the questionnaire in conjunction with the release of modules for Grade 5 students. The researcher individually requested consent from the parents of the Grade 5 students before distributing the questionnaire. Additionally, the researcher secured the complete agreement of the respondents and ensured their anonymity, confidentiality, and data protection. The researcher informed them of the study's significance when their consent was confirmed. In order to assure knowledge on the part of the respondents as well as clarity and unambiguity on the part of the instrument, the researcher also described to the respondents every item discovered in the questionnaire.

### **Data Analysis**

The following statistical formulas were used for the statistical treatment of data.

**Frequency Counting and Percent.** The instruments were used to determine the respondent profile in terms of parental age, parental educational level, and parental employment. The frequency of each category was divided by the total number of responses to arrive at the percentage.

**Weighted Mean.** It was utilized to quantify the respondents' assessments of the difficulties faced when using the modular distance learning mode and the coping strategies used to deal with those difficulties.

Weighted mean was then interpreted using the given intervals.

| Scale | Range       | Description | Interpretation |
|-------|-------------|-------------|----------------|
| 5     | 4.21 – 5.00 | A           | Always         |
| 4     | 3.41 – 4.20 | F           | Frequently     |
| 3     | 2.61 – 3.40 | Sm          | Sometimes      |
| 2     | 1.81 – 2.60 | Sl          | Seldom         |
| 1     | 1.00 – 1.80 | N           | Never          |

**Kruskal-Wallis Test.** It was used to compare the differences in parental difficulties when profile analysis was used. It was also utilized to compare how parents' coping skills varied depending on their personality profile analysis.

**Spearman Rank-Order Correlation.** It was used to find a link between the issues parents faced and the coping strategies they used in modular remote learning. The Cohen et al. (2014) suggested a method for interpreting the value of was used.

| Value            | Size       | Interpretation                         |
|------------------|------------|----------------------------------------|
| ± 0.50 to ± 1.00 | Large      | High positive/negative correlation     |
| ± 0.30 to ± 0.49 | Medium     | Moderate positive/negative correlation |
| ± 0.10 to ± 0.29 | Small      | Low positive/negative correlation      |
| ± 0.01 to ± 0.09 | Negligible | Slight positive/negative correlation   |
| 0.00             |            | No correlation                         |

Statistical Package for the Social Sciences (SPSS version 20.0), Statistical Minitab (Version 20), and Microsoft Excel Data Analysis ToolPak were used to encode and analyze the data that were gathered for this study. Therefore, it was not essential to submit statistical formulas. The significance level for the statistical test was set at 0.05.

## Results and Discussion

This section presents the responses of the parents of the one hundred thirty-six Grade 5 pupils of Sicayab Elementary School. The responses were treated statistically in order to answer the statement of the problem of the present investigation.

**Table 1: Grade 5 Pupil-Parents' Profile in Terms of Age**

| Age                      | Father    |         | Mother    |         |
|--------------------------|-----------|---------|-----------|---------|
|                          | Frequency | Percent | Frequency | Percent |
| <b>18 – 27 years old</b> | 6         | 4.41    | 8         | 5.88    |
| <b>28 – 37 years old</b> | 38        | 27.94   | 52        | 38.24   |
| <b>38 – 47 years old</b> | 81        | 59.56   | 74        | 54.41   |

|                          |            |               |            |               |
|--------------------------|------------|---------------|------------|---------------|
| <b>48 – 58 years old</b> | 11         | 8.09          | 2          | 1.47          |
| <b>Total</b>             | <b>136</b> | <b>100.00</b> | <b>136</b> | <b>100.00</b> |
|                          |            |               |            |               |

Table 1 displays the age distribution of the Grade 5 student-parent population. Regarding the age of the Grade 5 pupil-fathers, the table showed that the majority of them were in the middle age range, between 38 and 47 years old, followed by 28 to 37 years old and 48 to 58 years old, as opposed to those between 18 and 27 years old. This suggests that the majority of the Grade 5 pupil-fathers were middle-aged people.

In contrast, the table showed that most of the Grade 5 student mothers were between the ages of 38 and 47, followed by those between the ages of 28 and 37 and those between the ages of 18 and 27, as opposed to those between the ages of 48 and 58. This suggests that the majority of the Grade 5 student mothers were middle-aged people.

**Table 2: Grade 5 Pupil-Parents Profile in terms of Educational Attainment**

| Educational Attainment            | Fathers    |               | Mothers    |               |
|-----------------------------------|------------|---------------|------------|---------------|
|                                   | Frequency  | Percent       | Frequency  | Percent       |
| <b>Elementary Level/Graduate</b>  | 40         | 29.41         | 44         | 32.35         |
| <b>High School Level/Graduate</b> | 27         | 19.85         | 45         | 33.09         |
| <b>Vocational Course Graduate</b> | 12         | 8.82          | 4          | 2.94          |
| <b>College Level</b>              | 23         | 16.91         | 17         | 12.50         |
| <b>Bachelor's Degree Holder</b>   | 34         | 25.00         | 26         | 19.12         |
| <b>Total</b>                      | <b>136</b> | <b>100.00</b> | <b>136</b> | <b>100.00</b> |

Table 2 displays the educational profile of the parents of Grade 5 students. The table showed that, in contrast to those who graduated from vocational programs, the majority of the Grade 5 pupil-fathers had only an elementary level or high school diploma. This suggests that the majority of these fathers had little formal education.

However, as opposed to those who graduated from a vocational program, the majority of the Grade 5 pupil-mothers were high school graduates, followed by those who had completed elementary school, and those who had earned a bachelor's degree. This suggests that the majority of the Grade 5 pupil-mothers were also uneducated.

**Table 3: Grade 5 Pupils' Parents' Profile in terms of Occupation**

| Occupation                                    | Fathers   |         | Mothers   |         |
|-----------------------------------------------|-----------|---------|-----------|---------|
|                                               | Frequency | Percent | Frequency | Percent |
| <b>Working in the government</b>              | 14        | 10.29   | 10        | 7.35    |
| <b>Working in private company/corporation</b> | 19        | 13.97   | 5         | 3.68    |
| <b>Engage in Business</b>                     | 8         | 5.88    | 3         | 2.21    |
| <b>Overseas Contract Worker</b>               | 5         | 3.68    | 3         | 2.21    |
| <b>Driver, Farmer, Fisherman, Labor</b>       | 79        | 58.09   | 2         | 1.47    |

|                    |            |               |            |               |
|--------------------|------------|---------------|------------|---------------|
| <b>Housekeeper</b> | -          | -             | 101        | 74.26         |
| <b>Unemployed</b>  | 11         | 8.09          | 12         | 8.82          |
| <b>Total</b>       | <b>136</b> | <b>100.00</b> | <b>136</b> | <b>100.00</b> |

Table 3 displays the occupational profile of the Grade 5 student-parents. The table showed that, in contrast to those who were overseas contract workers, Grade 5 pupil-fathers who worked as drivers, farmers, fishermen, and laborers were more likely to be self-employed. These occupations were followed by those who worked for private companies or corporations and those in the government.

As opposed to those who worked as a driver, farmer, fisherman, or laborer, the majority of the Grade 5 pupil-mothers were housekeepers, followed by those who were unemployed and those employed by the government, which suggests that they spent the majority of their time caring for their children and the home.

**Table 4: Problems Encountered Among Parents in Modular Distance Learning Modality**

| Problems Encountered Among Parents in Modular Distant Learning Modality                                                               | AWV         | Description       |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------|
| <b>1. Work and other obligations prevent them from assisting or guiding their children in understanding and answering the module.</b> | 4.23        | Always            |
| <b>2. Distractions caused by a noisy environment.</b>                                                                                 | 4.28        | Always            |
| <b>3. Distraction caused by prolonged use of electronic devices.</b>                                                                  | 4.26        | Always            |
| <b>4. Distractions caused by prolonged gaming or social media use.</b>                                                                | 4.19        | Frequently        |
| <b>5. Difficulty comprehending the module's lessons.</b>                                                                              | 4.21        | Always            |
| <b>6. Lack of skills.</b>                                                                                                             | 3.79        | Frequently        |
| <b>7. Lack of knowledge.</b>                                                                                                          | 3.85        | Frequently        |
| <b>8. Lack of educational qualifications.</b>                                                                                         | 3.90        | Frequently        |
| <b>9. Difficulty adapting to the new normal in the educational system.</b>                                                            | 4.49        | Always            |
| <b>10. Difficulty in assuming the role of a para-teacher.</b>                                                                         | 4.62        | Always            |
| <b>Mean</b>                                                                                                                           | <b>4.18</b> | <b>Frequently</b> |

The difficulties parents have with the modular distance learning mode are shown in Table 4. The table showed that most Grade 5 student-parents consistently experienced difficulty taking on the role of para-teacher, with an average weighted value of 4.62, followed by consistently experiencing difficulty adjusting to the new norm in the educational system, with an average weighted value of 4.49, and consistently experiencing distractions due to a noisy environment, with an average weighted mean of 4.28, as opposed to frequently experiencing a lack of skills, with an average weighted value of 4.28. The linguistic interpretation of the mean on this feature is Frequently, or 4.18. The results highlighted the fact that the majority of Grade 5 student-parents consistently experienced difficulty in acting as a para-teacher, suggesting that the main

issue experienced and encountered by parents connotes difficulty in acting as a teacher to his or her children in this modular distance learning modality.

The finding was supported by Garbe et al. (2020), who claimed that parents were having trouble juggling duties, learner motivation, accessibility, and learning outcomes during this school closure due to the COVID-19 pandemic and the adaptation of modular distance learning modality. It came back to the challenge of juggling the responsibilities of being both a mom and a teacher.

**Table 5: Coping Mechanisms Employed by Parents to Address the Problems Encountered in Modular Distance Learning Modality**

| Coping Mechanisms Employed by Parents to Address the Problems Encountered in Modular Distance Learning Modality.  | AWV         | Description   |
|-------------------------------------------------------------------------------------------------------------------|-------------|---------------|
| <b>1. Examine task scheduling and prioritization.</b>                                                             | 1.85        | Seldom        |
| <b>2. Seeking assistance from the barangay to address the community's noise distraction.</b>                      | 1.63        | Never         |
| <b>3. Exercising restraint when using technology.</b>                                                             | 1.65        | Never         |
| <b>4. Refraining from using social media and playing video games.</b>                                             | 1.72        | Never         |
| <b>5. Seek assistance from the school adviser.</b>                                                                | 1.87        | Seldom        |
| <b>6. Improve your skills and strategies for effectively teaching lessons.</b>                                    | 1.72        | Never         |
| <b>7. Using the internet for information regarding the subject,</b>                                               | 1.74        | Never         |
| <b>8. Ask for help from other qualified members of the family to facilitate the modular lesson for the child.</b> | 1.75        | Never         |
| <b>9. Embrace the new normal in order to adapt to the modular distance learning modality.</b>                     | 2.91        | Sometimes     |
| <b>10. Create open communication with your child as a process of teaching.</b>                                    | 3.10        | Sometimes     |
| Mean                                                                                                              | <b>1.99</b> | <b>Seldom</b> |

Table 5 shows the coping mechanisms employed by parents to address the problems encountered in modular distance learning modality. The table showed that the majority of Grade 5 student-parents occasionally foster open communication with their child as a teaching strategy (average weighted value: 3.10), occasionally embrace the new normal in order to adjust to the modular distance learning modality (average weighted value: 2.91), and infrequently seek assistance from the school adviser (average weighted value: 1.87), as opposed to never seeking assistance from the barangay (local government unit). The verbal interpretation of the mean answer for this facet, which is 1.99, is Seldom. The findings highlighted the fact that most Grade 5 student-parents occasionally engage in open communication with their child as a teaching strategy, suggesting that parents' primary coping mechanism was to establish a line of

communication with their kids. This allows for the teaching and learning of the module's lessons to begin.

The conclusion was supported by Dangle and Sumaoang (2020), who asserted that during the learning and completion of the module, opening the communication channel between the parent and the child re-imposed motivation and discipline on the child rather than instilling and discussing the module's lessons. Additionally, some parents find it challenging to teach their kids because they were unable to finish their own education. As a result, rather than discussing the lessons from the module, the conversation was more focused on parents sharing life lessons to encourage their kids to continue with their studies despite the challenges they face.

**Table 6: Test of Difference on the Problems Encountered by Parents When Analyzed According to their Profile**

| Grade 5 Parent's Profile               |                |                |                           |
|----------------------------------------|----------------|----------------|---------------------------|
|                                        | <i>H-Value</i> | <i>p-value</i> | <i>Interpretation</i>     |
| <b>Fathers' Age</b>                    | 11.5138        | 0.009249       | Significant Difference    |
| <b>Mothers' Age</b>                    | 5.7998         | 0.1218         | No Significant Difference |
| <b>Fathers' Educational Attainment</b> | 7.2054         | 0.1254         | No Significant Difference |
| <b>Mothers' Educational Attainment</b> | 34.7576        | 0.005209       | Significant Difference    |
| <b>Bachelor's Degree Holder</b>        | 4.6306         | 0.4661         | No Significant Difference |
| <b>Mothers' Occupation</b>             | 4.1541         | 0.6558         | No Significant Difference |

\* *p-value* < 0.05 level of significance = significant; Fail to accept  $H_0$

\* *p-value* > 0.05 level of significance = not significant; Accept  $H_0$

Table 6 displays the test of difference on parental issues when studied in light of their profile. Applying the Kruskal-Wallis H-test yields a p-value below the 0.05 level of significance and an H-value above the critical chi-value, indicating rejection of the null hypothesis that there are significant differences in the difficulties parents face when examined in relation to the ages of the fathers and mothers of Grade 5 students. Thus, when it came to the modular learning modality, younger fathers experienced distinct issues than older fathers. Additionally, when compared to mothers with higher education levels, women with lower education experienced various issues. Garbe et al. (2020) cited parents' descriptions of challenges in juggling duties, student motivation, availability, and learning outcomes as evidence supporting their findings. These issues are brought on by parental incapacity and educational gaps, especially when the module's lessons are unknown to them, or they lack the education required to work as a para-teacher due to their lack of formal education.

**Table 7: Test of Difference on the Coping Mechanisms Employed by Parents When Analyzed According to their Profile**

| Grade 5 Parent's Profile |                         |                |                        |
|--------------------------|-------------------------|----------------|------------------------|
|                          | <i>Coping Mechanism</i> |                |                        |
|                          | <i>H-Value</i>          | <i>p-value</i> | <i>Interpretation</i>  |
| <b>Fathers' Age</b>      | 12.0548                 | 0.007201       | Significant Difference |
| <b>Mothers' Age</b>      | 11.7202                 | 0.008406       | Significant Difference |

|                                        |         |           |                           |
|----------------------------------------|---------|-----------|---------------------------|
| <b>Fathers' Educational Attainment</b> | 7.6712  | 0.1044    | No Significant Difference |
| <b>Mothers' Educational Attainment</b> | 68.4758 | 0.0004763 | Significant Difference    |
| <b>Fathers' Occupation</b>             | 9.4008  | 0.09411   | No Significant Difference |
| <b>Mothers' Occupation</b>             | 15.8083 | 0.01482   | Significant Difference    |

\*  $p\text{-value} < 0.05$  level of significance = significant; Fail to accept  $H_0$

\*  $p\text{-value} > 0.05$  level of significance = not significant; Accept  $H_0$

Table 7 displays the test of difference on the coping strategies they use. When the parents' coping mechanisms are compared according to the Grade 5 student's fathers' age, mother's age, mothers' educational level, and mothers' occupation, the Kruskal-Wallis H-test yields a p-value less than the level of significance set at 0.05 and an H-value greater than the critical chi-value, which implies rejection of the null hypothesis that there are significant differences in the coping mechanisms used by parents. In terms of the modular learning mode, younger parents deployed different coping techniques than older parents. In addition, moms with lower levels of education reacted to the same situation differently than mothers with higher levels of education. Additionally, mothers without jobs used various coping strategies compared to working mothers with respect to same.

The results were supported by Bhamani et al. (2020), who stressed that many parents have struggled to keep their children interested in school, while others have encouraged them to use technology to establish friends. Those who were accustomed and comfortable with technology and online resources were far more successful at setting up a schedule of learning at home with their kids, incorporating activities and home assignments supplied by the teachers, and utilizing more reading resources online and activities at home. Using Facebook groups, A lot of mothers have talked about ways to keep their kids occupied with crafts, indoor gardening, simple games, workbooks, and activities. The free reading-related services that are now available, such flipbooks, audiobooks, and e-books, have been utilized by many parents. In conclusion, parents of different ages, educational backgrounds, and occupations employed various coping strategies to sustain their children's modular learning.

**Table 8: Test of Relationship Between the Problems Encountered by Parents and their Coping Mechanisms Employed in Modular Distance Learning**

| Variables                   | Mean | $R_s$ -Value | p-value | Interpretation                                       |
|-----------------------------|------|--------------|---------|------------------------------------------------------|
| <b>Problems Encountered</b> | 4.18 | 0.2505       | 0.00327 | Significant Relationship<br>Low positive correlation |
| <b>Coping Mechanism</b>     | 1.99 |              |         |                                                      |

\*  $p\text{-value} < 0.05$  level of significance = significant; Fail to accept  $H_0$

\*  $p\text{-value} > 0.05$  level of significance = not significant; Accept  $H_0$

Table 8 shows the test of relationship between the problems encountered by parents and their coping mechanisms employed in modular distant learning modality. It produced an  $r_s$  value of 0.2505 when Spearman's Rank Order Correlation was used, which indicates minimal positive correlation. As a result, there is only a weak positive link between the difficulties parents face and the coping strategies they use in the modular distance learning modality. Additionally, it produced a p-value of 0.00327,

which resulted in the rejection of the hypothesis that there is a significant correlation between the difficulties parents face and the coping strategies they use in the modular distant learning mode. A positive and low correlation can also be used to characterize this relationship.

The conclusion was corroborated by (Ribeiro, et al. 2021), who highlighted the clear fact that parents supported their children's use of the modular learning modality throughout the epidemic by keeping an eye on their focus and helping them complete tasks, especially when it came to completing modules. This indicates that there is a strong correlation between the difficulties parents face and the coping strategies they use when using a modular distant learning modality. However, parents must devote a large amount of time to helping and directing their children in their courses. Parents did not fulfill this need, therefore a positive and weak connection was found, ruling out insufficient parental intervention to support their children's learning in this new normal.

### **Conclusion and Recommendations**

The introduction of the modular distance learning mode for primary students in the public school system presented a challenge for parents, specifically about how to support their children's learning and eventual module completion. These issues result from parents' inability to serve as para-teachers owing to ignorance as well as from their inability to devote enough time to their children's education due to financial considerations. Parents were also forced to deal with the aforementioned issues due to the growing constraints brought on by the pandemic. However, parents rarely used their coping techniques since they didn't have enough time to reconcile their responsibility to their family as a whole with their other obligations.

The researcher humbly suggests that the Department of Education launch an intervention program and activities through Sicayab Elementary School. The goal of the aforementioned program is to help parents and kids who struggle with module learning and completion. Additionally, integrating emotional support is possible, with a focus on both students' and their parents' needs. Said emotional support might take the shape of suggestions, expressions of compassion, and affirmations that we will finally overcome this crisis and must continue in the face of difficulty. Additionally, an intervention program and activities emphasizing how students can improve their coping mechanisms and enable them to investigate different approaches and channels to ease their troubles and problems in conjunction with module learning and completion.

Furthermore, teachers are advised to do recurrent home visits, especially for pupils who are performing poorly, in keeping with the aforementioned intervention program or activities. It is also advised to incorporate some restricted face-to-face training that will take place in classrooms or open areas close to students' homes into the development of the school's intervention program, subject, however, to the approval of the higher office or the LGU in question.

### **Dissemination and Advocacy Plans**

"Oplan Tabang Estudyante" shall be the name of the strategy. The aforementioned approach entails teachers visiting underachieving students' homes on a regular basis. The teacher is required to have a candid conversation with the student and the parents during the aforementioned home visit, stressing that the teacher provides academic and emotional support for the kids on behalf of the school.

Additionally, the teacher must be persistent in urging the student and his parents to persist in their efforts to further their son's education.

Additionally, even while parents might not be of much assistance to students in the academic realm, the support they can offer is crucial for keeping students on course. As a result, the instructor must turn the parents into a powerful source of motivation and support by giving them advice and counseling so they can help their children overcome the current challenges brought on by the change in learning modality.

Additionally, instructors can help students cope in productive ways. Teachers can positively inspire students to do the same in overcoming their problems, particularly in modular learning, because students look up to them as the model of poise and control. They should be approachable with their students by offering guidance on what to do in such a situation.

In order to make "Oplan Tabang Estudyante" a reality, DepEd officials, local elected officials, parents, the community, and the Inter-Agency Task Force must first conduct multi-sectoral consultations on the viability, feasibility, and ultimate approval of the said programs and activities. The researcher will then lay out for the body the underlying factors that motivated the creation of the aforementioned lobbying strategy.

## References

- Alicamen, Daryl Benidict and Mark Abadiano. 2020. "Parents as Study Buddy in the New Normal of Teaching: A Grounded Theory". *Psychology and Education*, 57(9), 5434-5447.
- Beckman, Karley, Sue Bennett and Lori Lockyer. 2019. "Reproduction and transformation of students' technology practice: The tale of two distinctive secondary student cases." *British Journal of Educational Technology*, 39.
- Bhamani, Shelina, Areeba Makhdoom, Vardah Bharuchi, Nasreen Ali and Dawood Ahmed. 2020. "Home Learning in Times of COVID: Experiences of Parents." *Journal of Education and Educational Development*, 7(1), 9-26.
- Brooks, Ashley 2019. "Experts Discuss the Importance of Positive Parental Involvement in Education." <https://www.rasmussen.edu/>.
- Calmorin, Laurentina and Melchor Calmorin. 2012. "Research Methods and Thesis Writing 2<sup>nd</sup> Edition". *Rex Publication, Mandaluyong, Manila*.
- Cohen, Jacob, Patricia Cohen, Stephen West and Leona Aiken, 2013. "Applied Multiple Regression/Correlation Analysis for the Behavioral Science". *Routledge, New York*.
- Cohen, Jon and Kai Kupferschmidt, 2020. "Countries test tactics in 'war' against COVID-19". *Science*, 367(6484), 1287-1288.
- Dai, Daxiang and Gaofeng Lin, 2020. "Online home study plan for postponed 2020 spring semester during the COVID-19 epidemic: A case study of tangquan middle school in Nanjing, Jiangsu Province, China". *Best Evidence in Chinese Education*, 4(2), 543- 547.
- Dangle, Ysthr Rave Pe and Johnine Sumaoang, 2020. "The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools." *3<sup>rd</sup> International Conference on Advance Research in Teaching and Education*. 100-108.
- Garbe, Amber, Uzeyir Ogurlu, Nikki Logan and Perry Cook, 2020. "COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic". *American Journal of Qualitative Research*, 4(3), 45-65.
- Kingston, Shauna 2021. "Parent involvement in education? A Foucauldian discourse analysis of school newsletters". *Power and Education*. 13(2), 58-72.
- Larocque, Michelle, Ira Kleiman and Sharon Darling, 2011. "Parental Involvement: The Missing Link in School Achievement. Preventing School Failure." *Alternative Education for Children and Youth*, 55(3), 115-122.
- Lilawati, Agustin 2021. "Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5 (1), 549-558.
- Liu, Feng, Erik Black, James Algina, Cathy Cavanaugh and Kara Dawson, 2010. "The Validation of One Parental Involvement Measurement in Virtual Schooling". *Journal of Interactive Online Learning*. 9(2), 105-132.
- Locklear, Tonia Motley 2012. "A Descriptive Survey Research Study of Study Characteristics Influencing Four Theoretical Sources of Mathematical Self-Efficacy of College Freshmen". *University of Kentucky Knowledge*, 18(1).
- Murphy, Elizabeth and Maria Rodriguez-Manzanares, 2019. "Teachers' perspectives on motivation in high school distance education". *Journal of Distance Education*, 23(3), 1-24.
- Nyarko, Kingsley 2017. "Parental school involvement: The case of Ghana." *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(5), 378-381.

- Olivo, Marilyn 2020. Parents' Perception on Printed Modular Distance Learning in Canarem Elementary School: Basis for Proposed Action Plan. *International Journal of Multidisciplinary: Applied Business and Education Research*. 2(4). 296-309.
- Patru, Mariana and Eygueni Khvilon, 2002. "Open and distance learning: trends, policy and strategy considerations." *UNESCO Digital Library*. <https://unesdoc.unesco.org/>.
- Philippine Information Agency, 2020. "Teaching-learning modality under the new normal." <https://pia.gov.ph/>.
- Rafidi, Rayyan 2020. "Teaching in the new normal". *New Straits Times*. <https://www.nst.com.my/>.
- Ribeiro, Luisa, Rosario Cunha, Maria Conceicao Silva, Marisa Carvalho and Maria Luisa Vital, 2021. "Parental Involvement during Pandemic Times: Challenges and Opportunities." *Educational Science*, 11.
- Sari, Dini Kurnia and Rosyidamayani Maningtyas, 2020. "Parents' Involvement in Distance Learning During the Covid-19 Pandemic. Advances in Social Science." *Education and Humanities Research*, 487, 94-97.
- Seale, Colin 2020. "Parent Involvement Has Always Mattered. Will The COVID-19 Pandemic Finally Make This the New Normal In K-12 Education?" *Forbes*. <https://www.forbes.com/>.
- Tibon, Jenny Ann 2020. "The New Normal in Basic Education". *ACCRALAW*. <https://www.lexology.com/>.
- UNESCO, 2020. "Global education coalition". <https://en.unesco.org/>.
- UNESCO, 2020A. "Reopening schools: When, where and how?" <https://en.unesco.org/>.
- Viner, Russell, Simon Russell, Helen Croker, Jessica Packer, Joseph Ward, Claire Stansfield, Oliver Mytton, Chris Bonell and Robert Booy, 2020. "School closure and management practices during Coronavirus outbreaks including COVID-19: A rapid systematic review". *The Lancet Child & Adolescent Health*, 4(3), 397-404.
- Wang, Guanghai, Yunting Zhang, Jin Zhao, Jun Zhang and Fan Jiang, 2020. "Mitigate the effects of home confinement on children during the COVID-19 outbreak". *The Lancet*, 395, 945-947.

### Financial Report

The researcher reported the following expenses for the entire conduct of the study with the corresponding costs.

| Materials                 | Estimated Costs |
|---------------------------|-----------------|
| Supplies and Materials    |                 |
| Bond Paper (reams)        | P 500           |
| Ballpens (1box)           | P 50            |
| Reproduction and Printing |                 |
| Ink Cartridges (4 colors) | P 1,500         |
| Photocopying              | P 500           |
| Communication Expenses    |                 |
| Internet Fee              | P 10,000        |
| Domestic Travel Expenses  |                 |
| Fare                      | P 1,000         |
| Total:                    | P 13,550.00     |

## Appendix

### The Questionnaire

**Part I. Personal Information.** Direction: Below are some questions relative to your personal information. Please answer the questions religiously. Rest assure that your answers will be treated with utmost confidentiality by the researchers.

1. Parents' Age

- 1.1. Father's Age                    (        ) 18 years old – 27 years old  
                                               (        ) 28 years old – 37 years old  
                                               (        ) 38 years old – 47 years old  
                                               (        ) 48 years old - 58 years old  
                                               (        ) 59 years old and below

- 1.2. Mother's Age                    (        ) 18 years old – 27 years old  
                                               (        ) 28 years old – 37 years old  
                                               (        ) 38 years old – 47 years old  
                                               (        ) 48 years old - 58 years old  
                                               (        ) 59 years old and below

2. Parent's Educational Attainment

2.1. Father's Educational Attainment

- (        ) Elementary Level/Graduate  
 (        ) High School Level/Graduate  
 (        ) Vocational Course Graduate  
 (        ) College Level  
 (        ) Bachelor's Degree Holder  
 (        ) Masterand/Master's Degree  
 (        ) Doctorand/Doctorate Degree

2.2. Mother's Educational Attainment

- (        ) Elementary Level/Graduate  
 (        ) High School Level/Graduate  
 (        ) Vocational Course Graduate  
 (        ) College Level  
 (        ) Bachelor's Degree Holder  
 (        ) Masterand/Master's Degree  
 (        ) Doctorand/Doctorate Degree

3. Parents' Occupation

3.1. Father's Occupation

- (        ) Working in the government  
 (        ) Working in private company/corporation  
 (        ) Engage in Business  
 (        ) Practicing Profession Privately  
 (        ) Overseas Contract Worker  
 (        ) Driver, Farmer, Fisherman, Labor  
 (        ) Housekeeper

- ( ) Unemployed  
 ( ) Other's Please Specify \_\_\_\_\_

3.2. Mother's Occupation

- ( ) Working in the government  
 ( ) Working in private company/corporation  
 ( ) Engage in Business  
 ( ) Practicing Profession Privately  
 ( ) Overseas Contract Worker  
 ( ) Driver, Farmer, Fisherman, Labor  
 ( ) Housekeeper  
 ( ) Unemployed  
 ( ) Other's Please Specify \_\_\_\_\_

Part II. **Problems Encountered Involving Modular Distant Learning Modality.** Please answer all the questions by checking/ticking on the corresponding as perceived by the respondents. The following is the scale and you may rate them

- 5 - Always (A)  
 4 - Frequently (F)  
 3 - Sometimes (Sm)  
 2 - Seldom (Sl)  
 1 - Never (N)

| <b>Problems Encountered</b>                                                                                                    | A<br>(5) | F<br>(4) | Sm<br>(3) | Sl<br>(2) | N<br>(1) |
|--------------------------------------------------------------------------------------------------------------------------------|----------|----------|-----------|-----------|----------|
| 1. Work and other obligations prevent them from assisting or guiding their children in understanding and answering the module. | ( )      | ( )      | ( )       | ( )       | ( )      |
| 2. Distractions caused by a noisy environment.                                                                                 | ( )      | ( )      | ( )       | ( )       | ( )      |
| 3. Distraction caused by prolonged use of electronic devices.                                                                  | ( )      | ( )      | ( )       | ( )       | ( )      |
| 4. Distractions caused by prolonged gaming or social media use.                                                                | ( )      | ( )      | ( )       | ( )       | ( )      |
| 5. Difficulty comprehending the module's lessons.                                                                              | ( )      | ( )      | ( )       | ( )       | ( )      |
| 6. Lack of skills.                                                                                                             | ( )      | ( )      | ( )       | ( )       | ( )      |
| 7. Lack of knowledge.                                                                                                          | ( )      | ( )      | ( )       | ( )       | ( )      |
| 8. Lack of educational qualifications.                                                                                         | ( )      | ( )      | ( )       | ( )       | ( )      |

- |                                                                     |     |     |     |     |     |
|---------------------------------------------------------------------|-----|-----|-----|-----|-----|
| 9. Difficulty adapting to the new normal in the educational system. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. Difficulty in assuming the role of a para-teacher               | ( ) | ( ) | ( ) | ( ) | ( ) |

Part III. **Coping Mechanisms Employed in addressing the problem involving Modular Distant Learning Modality.** Please answer all the questions by checking/ticking on the corresponding as perceived by the respondents. The following is the scale and you may rate them

- |   |   |                |
|---|---|----------------|
| 5 | - | Always (A)     |
| 4 | - | Frequently (F) |
| 3 | - | Sometimes (Sm) |
| 2 | - | Seldom (Sl)    |
| 1 | - | Never (N)      |

| Coping Mechanism                                                                                |  | A<br>(5) | F<br>(4) | Sm<br>(3) | Sl<br>(2) | N<br>(1) |
|-------------------------------------------------------------------------------------------------|--|----------|----------|-----------|-----------|----------|
| 1. Examine task scheduling and prioritization.                                                  |  | ( )      | ( )      | ( )       | ( )       | ( )      |
| 2. Seeking assistance from the barangay to address the community's noise distraction.           |  | ( )      | ( )      | ( )       | ( )       | ( )      |
| 3. Exercising restraint when using technology.                                                  |  | ( )      | ( )      | ( )       | ( )       | ( )      |
| 4. Refraining from using social media and playing video games.                                  |  | ( )      | ( )      | ( )       | ( )       | ( )      |
| 5. Seek assistance from the school adviser.                                                     |  | ( )      | ( )      | ( )       | ( )       | ( )      |
| 6. Improve your skills and strategies for effectively teaching lessons.                         |  | ( )      | ( )      | ( )       | ( )       | ( )      |
| 7. Using the internet for information regarding the subject,                                    |  | ( )      | ( )      | ( )       | ( )       | ( )      |
| 8. Ask for help from other qualified members of the family to facilitate the modular lesson for |  | ( )      | ( )      | ( )       | ( )       | ( )      |

- the child.
9. Embrace the new normal in order to adapt to the modular distance learning modality. ( ) ( ) ( ) ( ) ( )
10. Create open communication with your child as a process of teaching. ( ) ( ) ( ) ( ) ( )