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Sama Parents' Challenges on Distance Learning Modality Using the Printed Self-Learning Modules (SLMs)

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Abstract

This study sought to assess the challenges faced by Sama parents of Landang Gua Elementary School as they assume learning facilitators of their children using printed Self-Learning Modules (SLMs). The research employed a descriptive-quantitative research design. To answer the research questions, data were analyzed using statistical methods, including frequency count, percentage, weighted mean, and One-Way ANOVA. The findings revealed that the majority of Sama parents belong to the age group between 36 and 45 (35.7%), had elementary education (71.4%), and rely on the conditional cash assistance of the Pantawid Programs (47.1%). Respondents faced a high level of challenges with the learning content of the printed Self-learning modules (SLMs), moderately challenged in terms of learning resources and learning support. No significant difference was associated with the level of challenges encountered by the respondents when grouped according to their profile in terms of learning content and learning resources. Nevertheless, this study revealed a considerable difference in terms of learning support. These findings prompted several claims, according to which the current pandemic's impact on education has underlined the importance of offering parental support during distance study, regardless of socioeconomic status. In the modern educational system, where learning takes place outside of the classroom, and parents act as learning facilitators for their children at home, parents need support. Support also refers to a collective effort from all other parties, not just one particular body.

Keywords: *Sama-parents; challenges; distance learning; printed self-learning modules*

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Introduction

The COVID-19 pandemic school closures have stemmed in the disruption of the educational landscape worldwide. Education institutions are compelled to shift to other learning modalities to facilitate learning despite the situation. The Philippine Department of Education has promptly adopted the modular-blended learning approach. Students are given the option of choosing between modular print through the use of self-learning modules (SLMs) and digital instruction. Modular learning has been selected as a preferred means of instruction by pupils who do not have a connection to the internet or other digital resources.

The purpose of self-learning modules (SLMs) was to give students a guided, independent learning experience they may finish at home. This approach, though, has encountered a myriad of difficulties as this puts the responsibility for learning on parents and guardians with a strong focus on using self-learning modules (SLMs).

More than half a billion children are driven to learn digital skills at their houses, alongside parents and other relatives serving as mentors and teachers. This abrupt transition in learning modalities raised several difficulties, including increasing parental involvement in helping children at different levels and types of remote learning (Cohen and Kupferschmidt 2020, 1287-1288).

In addition, parents are being obliged to take on new roles and responsibilities due to these new learning modalities in education. Parents with a limited educational background find it difficult to impart fundamental knowledge to their children. Furthermore, parents believe this modality adds to their everyday activities.

For instance, if parents or other adults cannot provide literacy-rich interactions or access to a diverse and vast vocabulary, their children will fall behind other pupils' age. Besides, parents with a limited educational background find it difficult to impart fundamental knowledge to their children (Cassidy et al. 2004, 478-488).

There are several studies on distance learning modalities; however, the researcher's goal in this study was to examine the Sama-Badjao parents' context in terms of the challenges they encountered with distance learning modality using the printed self-learning modules (SLMs). It is good to note that Sama-Badjao is an indigenous group rarely studied, as Lagsa (2015). emphasized that the story of Sama-Badjao needs to be told.

Moreover, parents come from a range of backgrounds and diverse cultural influences. They also have different perspectives on when, why, and how to be interested in their children's education. Therefore, institutions need to be cognizant of these cultural differences and parents' needs on how they can get involved in their children's education. Thus, this is the gap that the researcher intends to fill.

This study may yield useful data and determine possible interventions to inform the improvement and enhancement of the way modular education is provided throughout the learning process, enabling better and more specialized support to be provided to different cultures.

This would serve as an instructional resource for educators and school administrators on how to implement modular distance learning using self-learning modules properly. (SLMs) Furthermore, what possible training should be provided to parents to help them guide their children in this kind of educational setting.

Literature Review

The COVID-19 pandemic has been considered arguably the most serious global health emergency of the century and the greatest threat to humanity since the Second World War. One of the most affected sectors is education, where the majority of countries

have momentarily closed down educational facilities in an effort to contain the COVID-19 pandemic and lower infection rates (Sattar et al. 2020, 165).

This closure has had an impact on more than 1.2 billion pupils globally, involving around 28 million learners in the Philippines. Reactions like community lockdowns and community quarantines in many nations pushed students and teachers to work and study from home, which prompted the creation of online learning environments (Tria 2020, 2-4).

The identified quality factors of ODL instructional design by Freeman are in line with the viewpoints of other researchers who opined that considering all of the open and distance learning should go into the creation of excellent instructional materials. The importance of evaluating educational resources was underlined since it upholds and promotes the legitimacy and caliber of the current distance learning system (Peat and Helland 2002; Sun and Chen 2016).

Additionally, instructional materials made available to distant learners could be improved by including interactive learning activities that are flexible and considerate of individual needs. Based on the concept that information offered to distance learners must be pertinent to the work at hand, timely, appropriate, and readily available for the development of the individual (Traxler and Kukulska-Julme 2005; Simui et al. 2017).

Furthermore, the caliber of the course materials significantly impacts the viability of any distance learning program. Well-designed interactive learning materials are integral to successful teaching and learning across all flexible learning modes. However, noteworthy is the fact that simplicity or interest are not always indicators of student accomplishment. When the appropriate complexity is there, students are frequently pushed to exert more mental effort and, as a result, learn more (Picciano 2002, 21-40; Kuruba 2004, 4-8; Kühl and Eitel 2016, 1-13).

As a result, the best learning resources for distance learning are those that were developed with definite objectives in mind and integrated learning activities all within the instructional unit. The division of content into digestible learning units is facilitated by learning activities. Murphy's point that a distant learner is likely to study alone makes the need for thorough course materials even more important. A practical method that is in line with the constructivist method, which highlights the student's behaviors as the primary way of learning, is to incorporate learning activities inside the instructional materials (Murphy 2000 as cited in Simui et al. 2017).

In its broadest meaning, however, parental engagement refers to partnerships between families, schools, and communities that raise parents' awareness of the benefits of being active in their children's education and provide them with the resources they need to do so. Partnerships between families, schools, and the community are changing education's goals and scope. They improve the capacity of parents and communities and create circumstances that support children's more effective learning. They do this by extending education outside the classroom (Anderson and Minkee 2007, 311-323).

Evidence also suggests that involvement by parents in the shape of effective parenting at home has a favorable impact on children's accomplishments. Parents can express their expectations and educational aspirations by talking about topic selection and decisions, academic objectives, and post-school pathways. Such exchanges show a parental approach that values education, supports children's academic growth, and exemplifies achievement-oriented conduct (Sheldon and Epstein 2005, 196-207; Green et al. 2007, 532).

On the other hand, how involved a parent is in their children's education and whether they believe they are significantly impacting their education relies on how capable and effective they feel they can be in supporting their children's education (Emerson et al., 2012).

Research Questions

This study aimed to examine the challenges encountered by Sama parents on modular distance learning modality using printed Self-Learning Modules (SLMs).

Specifically, it sought to answer the following questions:

1. What is the profile of Sama parents who faced challenges in modular distance learning modality using the printed Self-Learning Modules (SLMs) in terms of;
 - a. Age
 - b. Educational Attainment
 - c. Source of Income
2. What is the level of challenges faced by Sama parents on printed Self-Learning Modules (SLMs) in terms of:
 - a. learning content
 - b. Learning resources
 - c. Learning support
3. Is there a significant difference in the level of challenges faced by Sama parents on printed Self-Learning Modules used in the distance learning modality of LGES when categorized according to age, educational attainment, and source of income?

Scope and Limitation

This study was conducted in Landang Gua Elementary School, Arena Blanco District, and Division of Zamboanga City. The respondents were parents of learners who belong to the Sama Ethnic Group and are officially enrolled for SY 2020-2021, and currently on a distance learning platform using the printed Self-Learning Modules (SLMs). Further, the researcher has no control over the personal prejudices or level of understanding of the respondents on the items presented in the questionnaire. The population of Landang Gua Elementary School and the adjacent schools on Sacol Island will be the focus of this study's findings because they belong to the same ethnic community.

Method

Research Design

This study employed a descriptive survey type of quantitative research methodology using a researcher-made instrument to collect the data essential to investigate the study's variables. Creswell (2014) emphasizes that the establishment of this theory-based design method involves obtaining, collecting, evaluating, and presenting obtained numerical data. This research is a quantitative descriptive study because it concentrates on systematically collecting and analyzing numerical data to describe and understand the challenges faced by Sama parents in facilitating their children's learning using printed Self-Learning Modules (SLMs).

Research Participants

This study utilized Sama parents of Landang Gua learners who are officially enrolled for this SY 2020-2021 as samples. They were utilized to answer the questionnaire checklists that examined the challenges they had faced on printed self-learning modules (SLMs) as they facilitated the learnings of their child at home.

Probability sampling, specifically the Stratified Random technique, was used to select the respondents. Stratification is dividing population members into

homogeneous subgroups before sampling to ensure that all strata or groups will have a chance to be represented (Fraenkel et al. 2012).

The parents were then divided into groups based on the grade level of their children. Then, from the list of students who were formally registered for the SY 2020–2021, ten (10) samples were randomly selected from each grade level using the fishbowl or lottery method, yielding a total of seventy (70) samples. They were used to answer self-perception survey questionnaire checklists with Likert scale items ranging from very difficult to not difficult to examine the severity of difficulties faced when using printed self-learning modules (SLMs) on distance learning platforms.

Research Instrument

The research instrument, “Questionnaire on Sama Parents’ Challenges on Modular Distance Learning Modality using Printed Self-Learning Modules (SLMs) is a researcher-made questionnaire. This instrument was partitioned into three (3) parts. Part 1 determined the profile of Sama parents who faced challenges in modular distance learning modality using the printed Self-Learning Modules (SLMs) in terms of age, educational attainment, and source of income. Part 2 measured the level of challenges faced by Sama parents on the printed self-learning modules (SLMs) where literature review and other related studies on modular distance learning platforms were used as the basis for designing the fifteen (15) survey items for scale in terms of learning content, learning resources and learning support. The survey items include three (3) sections. Each section contained five (5) items measuring the challenges the respondents faced regarding learning content, learning resources, and learning support. Part 3 identified a significant relationship between the challenge levels when arranged based to their profile.

These self-constructed research instruments were subjected to the scrutiny of experts in the field of research and education and have vast and in-depth knowledge and experience in checking and validating constructs according to the conformity to the variables under study. The instrument was subjected to a reliability test through pilot testing before eventually being used for data gathering. Cronbach’s alpha was used to test the reliability of the scales. Based on the Alpha Cronbach test result, the reliability test was 0.958, which is interpreted as high reliability. This method measures the internal consistency of a scale's items. Strong associations between the scale's items are indicated by a high alpha (Bonett and Wright 2015, 3-15).

Further, before the questionnaire was administered, it was explained and translated into the dialect of the respondents for better understanding, including the study's purpose. Retrieved data was referred to a statistician to ascertain the precision and accuracy of the computation and interpretation of the data.

Data Gathering Procedure

Upon approval of the research committee of Zamboanga City- Schools Division Office (ZC-SDO) of the proposed study, the researcher asked permission from the office of the Schools Division Superintendent to allow her to conduct the study at Landang Gua Elementary School. Upon receipt of the permission from the division office, communications were immediately forwarded to the district supervisor and the school principal. After the respondents gave consent, questionnaires were immediately sent out personally by the researcher to each participant by their time availability during the coordinated schedule following the minimum standards of health set by the Inter-Agency Task Force (IATF) of COVID-19 were stringently observed during the conduct of the study. The items in the questionnaire were explained in their dialect and collected right after the respondents had answered all the checklists.

Data Analysis

Frequency count, percentage weighted mean, and One-Way Analysis of Variance (ANOVA) were used as statistical tools to answer the research questions. Meticulously, the findings will be appropriately computed and analyzed using Statistical Package for the Social Science (SPSS).

Results and Discussions

Demographic profile of the Sama Parents. Table 1 displays the profile of the respondents according to age, educational attainment, and source of income.

**Table 1. Frequency Distribution of the Respondents
According to their Profile**

Profile	Frequency (f)	Percentage (%)
Age		
18 – 25	16	22.9%
26 – 35	22	31.4%
36 – 45	25	35.7%
46 and above	7	10.0%
Total	70	100%
Educational Attainment		
Elementary	50	71.4%
High school	16	22.8%
College	2	2.9%
No schooling	2	2.9%
Total	70	100%
Source of Income		
Government Employee	2	2.9 %
Private Employee	10	14.3%
Fishing	18	25.7%
Vending	5	7.1%
Farming	2	2.9%
Others: CCT 4Ps/IPs)Recipients	33	47.1%
Total	70	100%

The majority of the respondents belong to the age group of 36-45, with (35.7%) followed by (31.4%) that belongs to the 26-35 age group.

Moreover, 22.9%, or 16 of them, belong to the age group between 18-25, and only (10%) or 7 of the Sama respondents belong to 46 years and above. Looking into the data, this implies that most Sama parents are in their thirties and forties, belonging to a productive age group who are considered able and energetic to do life activities.

Furthermore, in terms of respondents' educational attainment, the result revealed that the majority (71.4%) of them had reached only elementary education, (22.9%) had their secondary education, (2.9 %) had finished their college education, and the same percentage (2.9%) or 2 of the respondents had not attended schooling at all. Based on the result, it can be inferred here that the majority of the respondents had a limited background knowledge and skills that can assist learners in terms of educational issues.

In terms of respondents' source of income, (47.1%) of them were dependent on the conditional cash transfer (CCT) granted by the government to the indigenous people

(IPs). (25.7%) or 18 of them were into fishing, (14.3%) or 10 were employed in the private sector, (7.1%) or 5 were vendors, (2.9%) or 2 of them were into farming and the same percentage of (2.9%) or 2 of them are government employees and getting their main source of income from their salary as public-school teachers.

Looking into the profile of the respondents, it can be yielded here that almost all of them have a limited knowledge background with limited assistive learning devices. However, due to their limited knowledge background, this greatly affects their special role during modular distance learning. This follows by the study of Cassidy et al. (2004, 478-488) that parents with a limited educational background find it difficult to impart fundamental knowledge to their children.

Level of Challenges Encountered by the Sama Parents. Tables 2 and 3 present the level of challenges faced by Sama parents in facilitating SLMs in terms of learning content, support, and resources.

Table 2. Level of Challenges faced by Sama parents on Self-Learning Modules (SLMs) in terms of Learning Content

Learning Content	Weighted Mean	Description
1. Topics or subject matter in the SLM	3.54	Highly Challenged
2. Learning competency and objectives	3.46	Highly Challenged
3. Explanation of the concepts	3.49	Highly Challenged
4. Learning tasks	3.31	Moderately Challenged
5. Assessment activities	3.32	Moderately Challenged
Overall Weighted Mean	3.42	Highly Challenged

Legend: 1.00 – 1.79 very low challenged; 1.80 – 2.59 low challenged; 2.60 – 3.39 moderately challenged; 3.40 – 4.19 highly challenged; 4.20 – 5.00 very highly challenged

Among the five (5) items listed in this factor, the result reveals that the means of responses of the three (3) items (1, 2, and 3) generated a weighted mean interval of 3.49-3.54 with the verbal interpretation of the high level of challenges. This can be inferred that those respondents found the topics, competency, objectives, and even how concepts were explained in the SLMs highly difficult on their end.

Furthermore, two (2) items (4 and 5) were less challenging for the respondents. However, the overall result of responses revealed a weighted mean of 3.42, which is indicative that respondents faced a high level of challenges in terms of learning content of the SLMs.

The result conforms with the study investigated by Burchinai, Peisner Feinberg, Pianta, and Howes as cited in Downer and Pianta (2006, 11-30), that The educational attainment, linguistic development and cognitive capacities of young children have all been related to parental education and family income, which are crucial elements of family structure. Moreover, Cassidy et al. (2004). It was found that low-income parents typically don't read to their children or even to themselves.

Furthermore, children from the Badjao tribe were labeled as slow learners, unclean, and with low emotional quotients. They struggle to interact with others and communicate their desires and needs due to a language barrier. Additionally, they are often left behind in terms of academic subject learning (Lestado 2014).

Table 3. Level of Challenges Faced by Sama Parents on the Printed Self-Learning Modules (SLMs) in terms of Learning Resources.

Learning Resources	Weighted Mean	Description
6. Presence of relevant learning resources like textbooks, journals, and/or magazines.	3.66	Highly Challenged
7. Study area	2.94	Moderately Challenged
8. The availability of learning materials like notebooks, papers, bond paper, pencils, and markers.	2.51	Low Challenged
9. Internet connectivity.	3.42	Highly Challenged
10. Learning gadgets or appliances like cellphones, radio, and/or television.	2.97	Moderately Challenged
Overall Weighted Mean	3.10	Moderately Challenged

Legend:

1.00 – 1.79 very low challenged 1.80 – 2.59 low challenged 2.60 – 3.39 moderately challenged
3.40 – 4.19 highly challenged 4.20 – 5.00 very highly challenged

As shown in Table 3, among the five (5) items listed, the result reveals that Sama parents were highly challenged on items 9 and 6, access to internet connectivity and availability of relevant learning resources like textbooks, journals, and/or magazines which yielded a weighted mean of 3.42 and 3.66 respectively. Moreover, items 10 and 7, such as the availability of learning gadgets or appliances like cellphones, radio, and/or television, and study area, were found to be moderately challenging with a mean response of 2.97 and 2.94, respectively.

Additionally, item 8 obtained the lowest mean score of 2.51, indicating that Sama-parents did not find the availability of school supplies, including notebooks, papers, bond paper, pencils, and markers, particularly challenging. This suggests that the learning resources below were accessible; as a result, the difficulties they encountered on this issue were minimal and not particularly challenging.

However, the overall result of responses revealed an overall mean of 3.10, which means that respondents faced a moderate level of challenges regarding availability or access to helpful learning resources that would support the SLMs of their child at home. This implies that supportive instruction and instructional resources are required for educators and pupils to be more effective.

The result of this study conforms to the quality components of ODL instructional design mentioned by Freeman. It is consistent with other researchers' views that all open and distance learning tenets should be considered when developing excellent educational resources. It was also noted that evaluating instructional materials is crucial since it sustains and fosters the legitimacy and caliber of the existing remote learning system (Peat and Helland, 2002; Sun and Chen, 2016).

Additionally, instructional materials made available to distant learners could be improved by including interactive learning activities that are flexible and considerate of individual needs. According to the belief that data offered to distance learners must be pertinent to the work at hand, timely, adequate, and readily available for the development of the individual (Traxler and Kukulska-Julme 2005; Simui et al. 2017).

Table 4. Level of challenges faced by Sama parents on the Printed (SLMs) in terms of Learning Support

Learning Support	Weighted Mean	Description
11. Teacher support	2.84	Moderately Challenged

12. Community support	3.47	Highly Challenged
13. Family support	2.87	Moderately Challenged
14. LGU support	3.81	Highly Challenged
15. Child's attitude towards learning	2.87	Moderately Challenged
Overall Weighted Mean	3.17	Moderately Challenged

Legend:

1.00 – 1.79 very low challenged 1.80 – 2.59 low challenged 2.60 – 3.39 moderately challenged
3.40 – 4.19 highly challenged 4.20 – 5.00 very highly challenged

Table 4 shows that among the five (5) items listed in factor 3, two (2) items were found by respondents as highly challenging for them. These are item 12, support coming from the Local Government Unit (LGU), specifically Barangay LGU, and item 14, support coming from their community.

However, three (3) items (11) Teacher support, (13) Family support, and (15) Child's attitude towards learning came out to be moderately challenging for the respondents.

This is in accordance with Anderson and Minkee's (2007, 311-323) claim that collaborations between communities, schools, and families are redefining the scope and goals of education. As a result, communities and parents are more capable of supporting children's learning environments.

Table 5: Summary Results on the Level of Challenges faced by the Sama-Respondents on the Printed Self-Learning Modules (SLMs)

Challenges	Weighted Mean	Description
Learning Content	3.42	Highly Challenged
Learning Support	3.17	Moderately Challenged
Learning Resources	3.10	Moderately Challenged
Overall Weighted Mean	3.23	Moderately Challenged

Legend:

1.00 – 1.79 very low challenged 1.80 – 2.59 low challenged 2.60 – 3.39 moderately challenged
3.40 – 4.19 highly challenged 4.20 – 5.00 very highly challenged

Table 5 shows the summary result on the level of challenges faced by the Sama-Respondents on the Printed Self-Learning Modules (SLMs). Using the information above, respondents were highly challenged by the learning content and moderately challenged by learning resources and support. This result is attributed to the limited knowledge and skills of respondents, as shown in their profiles, where only 2.9% of them had finished college education with limited financial resources and support from stakeholders.

The result conforms with the study investigated by Burchinai, Peisner Feinberg, Pianta, and Howes as cited in Downer and Pianta (2006, 11-30), that the educational attainment, linguistic development and cognitive capacities of young children have all been related to parental education and family income, which are crucial elements of family structure. Moreover, Cassidy et al. (2004) found that low-income parents typically do not read to their children or themselves.

Table 6: Significant Difference in the Level of Challenges faced by Sama Parents during Distance Learning using Printed SLMs When grouped according to their Age

Variables	Overall Mean Rank				P-value	Interpretation
	18-25 years	26-35 years	36-45 years	46 and above		

Learning Content	3.63	3.66	3.19	3.20	.098	Not Significant
Learning Resources	3.32	3.14	2.98	2.87	.282	Not Significant
Learning Support	3.69	3.32	2.82	2.76	.006*	Significant
Overall	3.54	3.37	3.33	2.94	.128	Not Significant

*Significant at a 0.05 level

Table 6 presents the result of the significant difference in the level of challenges faced by Sama parents when the data were analyzed according to their age group using One-way ANOVA. As disclosed in the findings, a significant difference does not exist in the level of challenges faced by Sama parents in two (2) variables, such as learning content ($P=.098$) and learning resources ($P=.282$) when grouped according to their age. In terms of learning support ($P=.006$), a significant difference does exist among the age group of the respondents.

However, when all the variables are taken jointly, the result revealed a P value of 0.128, which means a significant difference does not exist among the variables tested. Hence, the posited hypothesis is accepted that there is no statistically significant difference in the level of challenges faced by Sama parents when they were categorized according to their age group.

The result implies that regardless of the age of the Sama parents of Landang Gua, it has no bearing on the level of challenges faced by SLMs of their child; all of them experienced challenges.

This is in consonance with the study of Emerson et al. (2012) that the degree to which a parent becomes active in their children's education and their perception that they are making a meaningful contribution to their education depends on how effective and self-assured they feel they can be in helping their children regardless of the age group.

Table 7. Significant difference in the level of challenges faced by Sama parents on SLMs when data are classified according to their educational attainment.

Variable	Overall Mean Rank				P-value	Interpretation
	No schooling	Elementary	High School	College		
Learning Content	4.70	4.10	3.44	3.06	.070	Not Significant
Learning Resources	3.00	3.15	2.91	3.58	.417	Not Significant
Learning Support	2.60	3.24	3.00	3.50	.550	Not Significant
Overall	3.43	3.49	3.11	3.38	.345	Not Significant

*The mean difference is significant at a 0.05 level of significance

The findings revealed a significant difference does not exist in the level of challenges faced by Sama parents in all three (3) variables such as learning content ($P=.070$), learning resources ($P=.417$), and learning support ($P=.550$) with p values greater than $\alpha = 0.05$ level of significance when the data is analyzed according to the respondent's educational attainment.

This is shown in the overall result of a P value of 0.345 when all the variables are taken jointly indicating that a significant difference does not exist among the variables tested in the study; hence, the posited hypothesis is accepted that there is no statistically significant difference in the level of challenges faced by Sama parents during

the distance learning using printed SLMs when group according to their educational attainment. It can be yielded here that regardless of their educational attainment, the level of challenges does not differentiate them.

Further, the result is consistent with the study investigated by Burchinai, Peisner Feinberg, Pianta, and Howes (as cited in Downer and Pianta 2006, 11-30), which maintained that Parental education and family income are crucial elements of family structure that have been connected to early children's cognitive development, linguistic development, and academic success. Additionally, attempts have been made to clarify the part parents play in their children's education. In the same vein, Cassidy et al. (2004) noted that parents from lower-income backgrounds typically do not engage in reading to their children; instead, they encourage the children to read on their own.

Table 8. Significant Difference in the Level of Challenges Faced by Sama Parents on SLMs when Data are grouped according to their Source of Income

Variables	Overall Mean Rank						P-value	Interpretation
	Government	Non-government	Fishing	Vending	Farming	CCT		
Learning Content	2.56	3.09	3.57	3.08	3.20	2.73	.489	Not Significant
Learning Resources	2.29	3.03	3.08	2.84	3.08	3.01	.237	Not Significant
Learning Support	3.54	2.61	2.83	3.08	4.00	3.02	.002*	Significant
Overall	2.79	2.91	3.16	3.00	3.42	2.92	.242	Not Significant

*Significant at 0.05

Table 8 shows that there is no significant difference in the level of challenges faced by Sama parents of LGES in terms of learning content ($P=.489$) and learning resources ($P=.237$) when group according to their income source. On the other hand, the variable learning support obtained a (p value $=.002$) which implies that there is a significant difference in the level of challenges faced by the respondents in terms of learning support.

The result implies that regardless of the source of income of the respondents, all of them found it challenging working with the learning materials of their children specifically on the two (2) factors, learning content and learning resources.

However, the result implies that learning support from the teachers, community, family, and LGU was found to be significantly related ($P=.002$) in the level of challenges they encountered. It can be concluded here that support to parents has a positive impact to help mitigate the level of challenges they are experiencing while working with SLMs of their children.

This result conforms to the study conducted by Anderson and Minkee (2007, 311-323) entitled "Parent Involvement in Education: Toward an Understanding of Parents' Decision-making" that partnerships between families, community, and schools are rethinking the goals and scope of education. This strengthens the capacity of parents and the community and creates circumstances that support children's more effective learning.

Conclusion and Recommendation

The conclusions made in the overall analysis of the findings were based on the data obtained from the selected Sama parents that investigated the challenges they had faced during the implementation of modular distance learning modality using the printed self-learning modules (SLMs) at Landang Gua Elementary School (LGES), Arena

Blanco District of Zamboanga City Division. Thus, it is concluded that the majority of the Sama parents belong to the age group of 36-45, have elementary education, and are dependent on the Conditional Cash Transfer (CCT) granted by the government to Indigenous People (IPs) for their source of income. In addition, the Sama parents struggled with a heightened difficulty during the implementation of modular distance learning, ranging from a moderate to a high level across the three (3) variables under study, such as understanding the learning content of the SLMs, availability of learning resources, and learning support. The findings showed that when respondents are put into groups based on their age and income, the level of challenges they confront in terms of learning support changes considerably. The following suggestions were put out considering the study's key results and conclusions. This centered on how to offer intervention strategies to lessen or prevent the difficulties faced not only by Sama parents at Landang Gua Elementary School (LGES), Arena Blanco District, Zamboanga City Division but also by all parents who are going through the same situation or having similar personal experiences while the modular distance learning modality is still in place due to COVID-19 health threat. **1.) For the DepEd Officials** to use these results as a piece of factual evidence for them to be informed that Indigenous Parents (IPs) specifically the Sama group were experiencing difficulties in the implementation of modular learning platform due to their inability to perform their role as learning facilitator. Moreover, this may open the possibility of allowing the opening of limited face-to-face classes or blended learning in remote areas identified as low risk like island schools, with, of course, the implementation of the strict observance of the minimum health requirements set by the Inter-Agency Task Force (IATF) of COVID-19. **2.) School Heads** to have discussions with parents and the community at large to ensure everyone will eventually share some ownership and responsibility for the learning delivery modalities selected, including the school, parents/guardians, and the community at large. They should provide instructional support and respond positively and appropriately according to the unique needs of the school. **3.) For the Teachers** to take seriously the struggles of parents as learning facilitators and extend possible assistance to help lessen their burden. They may adopt the following recommendations to help lessen the burden on parents and further improve the implementation of Modular Distance Learning Modality using the SLMs, particularly in remote areas like island schools, without jeopardizing the threat of COVID-19. These are: simplify the learning content of the SLMs, provide simple yet clear instructions or immediate notes using their vernacular language, take out unnecessary activities and give more examples to each of the given activities, give words of encouragement to parents, find time to keep in touch with the learners and parents through home visitation, text messages or a call, be responsive to the needs and questions of parents as this may allay the uncertainties and anxieties they are experiencing in facilitating the modules. Give them enough time to answer all the modules within a week. If extending the timeframe is impossible, reduce the activities as the saying goes, “the lesser, the better.” Errors are sometimes inevitable, so teachers should reassess the modules to ensure they meet the learners' needs. Additionally, ensure that the printed images in the modules are clear. **4.) For the Local Government Unit (City and Barangay).** Since the cases of COVID-19 in the Philippines in general and in Zamboanga City, in particular, are soaring high and so face-to-face classes are not yet possible, community learning facilitators or para teachers who are identified as more knowledgeable others in the community will be hired to remote barangays like Landang Gua, Sacol Island, Zamboanga City whose parents are facing challenges in facilitating the modules of their children due to limited knowledge and skills in the field of education. Highlighted in the result of this study is the importance of providing support by all means, particularly to those who have been greatly affected by the pandemic, like the Sama, whose livelihoods were greatly

dependent on fishing and vending. Performing the role of a teacher at home is a major burden to them, considering that they lack if not limited, teaching skills in performing this task. Highlighted in the result of this study is the significant difference between the challenges faced by respondents and the learning support provided to them. Very remarkable, the respondents need social support, particularly coming from the government unit. Thus, this study may serve also as factual data to use as a basis to support and come up with special programs that would encourage Sama IPs to finish their studies and strengthen livelihood programs that would help them cope with financial instability. **5.) For the Learners** to take part and cooperate with their teachers, parents, or significant others who help in the facilitation of their learning at home. They should develop a sense of responsibility and self-sufficiency when it comes to gaining knowledge and skills. **6.) For the Parents** to continuously be in contact with the school administrator, instructors, as well as community partners, to guarantee that learners receive proper and sufficient supervision and assistance are appropriately provided. Furthermore, parents are encouraged to attend orientation programs, and trainings for learning facilitators and willingly cooperate with the school as home-school partners. **7.) For Future Researchers** to venture on relative studies on the role of parents in distance learning can be carried out by considering variables with laudable insights on the challenges encountered as a basis to develop program interventions to lessen their burden thus improving also academic performance of their child. Furthermore, a correlational study of challenges experienced by learners and teachers shall be conducted in the same locality to fully understand the significant effect of these variables. Lastly, an in-depth study of the experiences of parents as learning facilitators during the implementation of modular learning platforms may offer future researchers a better picture of the struggles faced by parents. It is possible that self-reports from respondents don't provide the most accurate picture of the difficulties that the subjects faced.

Dissemination and Advocacy Plan

Foremost, the findings of this study will be shared specifically with the teachers, school head, and barangay officials specifically the education committee and Sama parents of Landang Gua Elementary School where the result would be of significance to them. Moreover, for greater consumption, the result of the study would also be communicated to the Schools Division of Zamboanga City and other relevant agencies through a research forum that would give them factual data on the studied variables. Hence, intervention and assistance could be extended to the parents and other parents of other schools or maybe other divisions that have the same plight as the respondents of the study.

Rationale

This study was conducted primarily to get baseline data on the role of parents in distance learning. This would also serve as an avenue to address issues and concerns and possible interventions deemed appropriate for their unique situation. Moreover, the advocacy plan would seek to achieve the following objectives:

1. Identify the level of challenges experienced by the parents during the implementation of modular distance learning.
2. Provide possible learning interventions that would assist parents at home.
3. Ensure that quality education is being provided to all learners even in times of uncertainty.

4. Recognize the importance of coordination, support, and empathy, especially in times of hardship.
5. Appreciate the role of teachers in the classroom.

Strategy

This focused on how to provide intervention mechanisms to address the challenges encountered not only by Sama parents of Landang Gua Elementary School (LGES), Arena Blanco District, Zamboanga City Division but also by all parents who have the same personal experiences while the implementation of modular distance learning modality is still in effect due to COVID-19 health threat.

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Financial Report

A. Supplies and Materials					
ITEMS	QTY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
1	2	Reams	A4 size s20 Bond Paper	₱ 250.00	₱ 500.00
2	1	Set	Epson Computer Ink (4 Bottles)	₱ 220.00	₱ 880.00
4	3	Pcs	Binding Expenses	₱ 400.00	₱ 1,200.00
5	10	Pcs.	Folders	₱ 20.00	₱ 200.00
6			Miscellaneous		₱ 2,000.00
7			Contingency Expenses		₱ 220.00
Grand Total					₱ 5,000.00

Appendix A

Research Instrument

SAMA PARENTS' CHALLENGES ON DISTANCE LEARNING MODALITY USING PRINTED SELF-LEARNING MODULES (SLMs)

General Instructions: The Landang Gua Elementary Sama-Parents' willingness to complete this questionnaire has earned the researcher's gratitude. There are two primary sections to the questionnaire. The questions in part one (1) are about your socio-educational profile, and the questions in part two are about the level of challenges that you encountered when using printed self-learning modules to help your child study.

Part I. Demographic and Educational Profile

Instruction: Please tick in the box ☒ the data that corresponds to your answer.

Age: 25-35 years ☐ 35-45 years ☐ 45 years and above ☐

Gender: Male ☐ Female ☐

Highest level of education attained: Elementary level ☐ High School level ☐
College Level ☐ Others, specify _____

Source of Income: Government Employed ☐ Non-Government Employed ☐
Fishing ☐ Vending ☐ Others, specify _____

Part II. Assessment of the Sama-Parent's level of challenges faced during the facilitation of their child's learnings using the printed self-learning modules.

Instructions: Please put a corresponding check (/) to your responses on the box provided after each statement based on the level of challenges you have faced during the facilitation of your child's learning using the printed self-learning modules. The scores and descriptions are provided below for your reference.

Score	Descriptions
5	Very High Challenge VHC
4	High Challenge HC
3	Moderate Challenge MC
2	Low Challenge LC
1	Very Low Challenge VLC

STATEMENTS (To what extent of challenges you have faced in facilitating learning to your child using the printed self-learning modules)	Descriptions				
	1	2	3	4	5
Factor 1. In terms of learning content	VLC	LC	MC	HC	VHC
1. Topic or the subject matter in the SLM					
2. Learning Competency and objectives					

3. Concepts Explanation					
4. Assessment Activities					
5. Writing styles or layout					
Factor 2. Learning Resources					
6. Presence of relevant learning resources like textbooks, journals, and/or magazines					
7. Study Area					
8. Availability of learning materials like notebooks, papers, bond paper, pencil and marker					
9. Internet Connectivity					
10. Learning gadgets or appliances like cellphones, radio, and/or television.					
Factor 3. Learning Support					
11. Teacher's support					
12. Community support					
13. Family support					
14. LGU support					
15. Learner's attitude to learn					

END OF QUESTIONNAIRE

Thank you for completing the survey!

Appendix B
Informed Consent

November 9, 2020

Dear Parent-Respondent

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu.
(Peace be upon you and God's Mercy and Blessings)

The undersigned is a teacher at Landang Gua Elementary School and has witnessed your struggle with the current learning platform adopted by our school. This prompted me to conduct this study entitled **"SAMA PARENTS' CHALLENGES ON DISTANCE LEARNING MODALITY USING THE SELF-LEARNING MODULES (SLMs)"** to shed light on the level of difficulties you encountered while working on the Self-Learning Modules (SLMs) of your child, which you are chosen as respondent.

I want to let you know that participation is completely optional and that every precaution will be made to keep the information private and secure your identity. Simply check the box next to the choice you want, then sign your name below.

Your sincere and candid responses would contribute significantly to the study's findings, which would be very beneficial to you, other parents, and future students who face similar challenges.

Much appreciation and more power to you.

Very truly yours,

Dr. Mary Ann I. Jamil
Researcher

Yes, I will participate ☐

No, I will not participate ☐

Respondent's Signature