

CHALLENGES OF PARENTS IN THE MODULAR LEARNING OF THEIR CHILDREN IN THE ELEMENTARY SCHOOLS IN ZAMBALES, PHILIPPINES

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ABSTRACT

When the COVID-19 pandemic hit the Philippines, a lot of changes happened. It affected the economic status of our country, changed the way we live, and transformed the traditional teaching-learning process into the emergent "New Normal". The researcher used descriptive research, devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. There is significant difference on their respondents' perceptions when grouped according to civil status towards, Pedagogical, Economic and Financial, and Learning Environment Demands respectively; significant on highest educational attainment towards Time, Pedagogical, Economic and Financial, and Learning Environment Demands respectively; and significant on number of children towards Time, Economic and Financial, and Learning Environment Demands respectively. There is significant difference on the challenges the respondents experienced in Time Demand, Pedagogical Demand, Economic and Financial Demand, and Learning Environment demand respectively as experienced by parents in modular learning. There is no significant relationship between the challenges experienced by parents in modular learning and the level of academic performance of the children. The result of the study shows that the teachers experienced sometimes a challenge on time, pedagogical, economic, and financial demands. Teachers are encouraged to continue all-possible means of communication with the parents. The barangay or municipal government may provide soft loan program for the purchase of technological gadget for more advance education and learning to the families who cannot afford to buy. The local government is encouraged to provide accessible free and fast internet connection specially in remote areas. Parents are encouraged to provide a working space for their children for a more conducive learning environment.

Key Words: COVID-19 pandemic, New-normal, Modular Learning, Time Demand, Pedagogical Demand, Economic and Financial Demand, Learning Environment.

1. INTRODUCTION

Since its outbreak two years ago, the COVID-19 pandemic has disrupted education systems globally, as a result, education has changed dramatically. Educational institutions were forced to suspend the face-to-face classes and shifted to remote learning. Moreover, educational institutions adapted online learning and modular learning, and students were left with no choice but to embrace the education in the "new normal". The decision to close the schools has affected a total of more than 1.2 billion learners worldwide and with over 28 million learners in the Philippines.

When the COVID-19 pandemic hit the Philippines, a lot of changes happened. It affected the economic status of our country, changed the way we live, how we earn money for our daily expenditures, and transformed the traditional teaching-learning process into the emergent "New Normal". In this present situation, it is not just merely the schoolteachers and administrators that suffers, not just only the students mourn with the circling because of their stress, but behind this difficult event, a lot of parents are struggling, experiencing inadequate sleep and rest, thinking about on how to support the family needs for the day. Also, the crucial part is how to provide the necessary things in the recently proposed way of learning of their children at home.

They can witness a lot of challenges that pupils taking module learning are in the state of difficulty, therefore they needed someone to help them learn and understand the ideas in the subject areas. Children feel capable of doing great things when they can sense support, treat, and teach them well; when there is a right and healthy parenting that where care he felt and that the best is hoped for them.

The purpose of this study is to identify the various challenges that parents are experiencing nowadays. To make the research more significant, by distinguishing the major parenting challenges listed, the researchers aim to provide solutions and recommendations for the respondents to still have productive and effective learning even the learners are in their homes.

The general problem of the study was to determine the challenges of parents in their involvement in module learning of their children amidst pandemic in Botolan District during School Year 2020-2021.

Specifically, the study sought to find answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 sex;
 - 1.2 civil status;
 - 1.3 number of children;
 - 1.4 highest educational attainment; and
 - 1.6 family income?
2. What is the academic performance of the learners?
3. How do the parents perceived the challenges they experienced in helping their children in the modular learning in Botolan District in terms of:
 - 3.1 Time Demand;
 - 3.2 Pedagogical Demand;
 - 3.3 Economic and Financial Demand; and
 - 3.4 Learning Environment?
4. Is there a significant difference on perception of the parents towards the challenges they experienced in the modular learning when grouped according to profile variables? (Sentence was rephrased)
5. Is there a significant relationship on challenges of the respondents and the academic performance of the learners?
6. What action plan can be derived and developed in order to address the problems experienced by the parents?

The study utilized the descriptive research design with questionnaire as the main instrument in gathering data from the randomly selected one hundred fifteen (115) parents whose children were enrolled from Grades level of 4, 5 and 6 respectively at Loob-Bunga I, Loob-Bunga II and Loob-Bunga III Elementary School. The researcher determined the profile of the parent-respondents limited to their sex, civil status, number of children, highest educational attainment, and family monthly income. It also determined the perception of the parent-respondents on the dimensions towards challenges experienced in helping children in the modular learning limited to (1) Time Demand; (2) Pedagogical Demand; (3) Economic and Financial Demand; and (4) Learning Environment Demand. The level of academic performance of one child per parent-respondents was obtained using the general weighted mean average during SYB 2020-2021.

2.LITERATURE REVIEW

2.1 Education Amidst COVID-19 Global Crisis

The Organization for Economic Co-operation and Development (2019) declared that the latest COVID-19 global crisis is threatening people's health but it also disrupting people's everyday normal lives. Adapting a system of education based on physical schools is one of the most significant challenges posed by the virus. At its height, more than 188 nations, accounting for roughly 91% of the world's enrolled students, closed their schools to stem the spread. It's fortunate that the institution has its way to deal with the changing system of education. Alicamen & Abadiano (2020) supported it, saying to ensure learning consistency in the Philippines' public basic education system, self-learning modules are implemented to meet the educational needs of each learner, with the assistance of parents as teaching partners. In the research prepared for the United Nations Development Programme (UNDP) and United Nation Children's Fund (UNICEF, Philippines) 2020, 11 out of 17 parents reported in an interview that they experienced school-related crisis on their children during this moment of pandemic. In accordance with it, the project Home-based Mentoring on Emergent Literacy and Numeracy (HoME) sessions, bring into line the tips in nurturing care structure, educates effective caregiving strategies and how to establish a rewarding routine to improve educational objectives and the learner's positive socio-emotional growth. Since we want them to instill to practice not.

Involvement among family and community members include the participating in the achievement of goals established by the school's human resources specifically the administrators and teachers that represents only school values and priorities (Jordan, 2001,). Amongst most White parents, being a mother and a father is a significant part of their identity. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020). According to the Department of Education (DepEd), parents and guardians perform the various roles in Modular Learning such as Module-ator, Bundy-clock, and as Home Innovator. As a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as a Home Innovator, they must provide their child with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated

space in the house, with little or no distraction. The use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered.

As when the nation faced the virus and struggles with the effects of the COVID-19 pandemic, the Department of Education (DepEd) is resolving the education concerns for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under the DepEd Order No. 012, s. 2020. The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. This article evaluates the impact of the COVID-19 pandemic on teaching and learning process across the world. The challenges and opportunities of online and continuing education during the COVID-19 pandemic is summarized and way forward suggested.

2.2 Time Demand

In the advanced world, time is viewed as an inconclusively distinct and usable product. It helps the idea of time through the organization. Human resources and their functions controlled by associations can be improved over the period or be changed over time; however, the main resource that cannot be changed, controlled, obtained, or put away is time itself. The key to making progress in life is efficiently dealing with this asset that everybody has equally and paying adequate accentuation to plan by proper time management. Even though successful and proficient utilization of time shifts concerning the assignments played out, the further addition in the knowledge, information, and skills anticipated from present-day representatives has additionally expanded the need for time design. The way to achievement in public activity goes through powerful and productive working which is just conceivable by managing time appropriately.

The modest era energizes individuals from as right on time as their basic education to plan and oversee time successfully. To achieve the set goals and perform better, time management and its utilization according to needs are required (Alay & Kocak, 2003; Macan, Shahani, 2000). Developing, nations, where learners face many academic and administrative problems during the scholarly struggle, have dramatic stories for the analyst to uncover significantly more intriguing outcomes. Different researchers conducted studies in which they sought out the effect of time management on the academic achievements of students. Sevari & Kandy (2011) finds that in universities, either related to regular or distance learning programs, a proper schedule should be appropriately arranged, executed, and controlled for better outcomes. Focusing time also facilitates maintaining financially efficient instructive arrangements and policies. Considering this reality, specific accentuation has been paid in the competitive academic world to time tackling problems by assessing learners' mentalities and practices identified with time and its administration.

2.3 Pedagogical Demand

Pedagogy in educational vernacular has gained currency as a substitute for methods of instruction or techniques of teaching (Loughran, 2006). Based in part on the misperception that teaching is a

technical activity, this instrumental understanding of pedagogy rationalizes and reduces the work of teaching to a universally applicable skill set. As a result, the scientific pursuit of pedagogy often excludes the intimate choices and interactions that ultimately constitute instruction. However, considering that teaching is a situated and reflexive activity requiring teachers' judgment in apprehending events of practice because curricular and instructional decisions are made as much a part of pedagogy as the outwardly visible method or approach ultimately taken. From this understanding of pedagogy, the relational and reflexive nature of teaching becomes apparent—behind every pedagogic action lays the intent of the pedagogue. Typifying the classic Cartesian dualism, pedagogy is as much about mind as it is about body. Like others who have noted that self cannot be separated from action (Dewey, 2005). For Dewey, encounters with education and art reveal a similar experience—they enlarge the world in which we live in. Like art, pedagogy is making or doing, transforming media into medium (Dewey, 2005). Much like the artist who turns pigments, clumps of clay or text into artwork, the pedagogue shapes the abilities of her or his students through pedagogic choices. Eisner suggests that the artistry of teaching is found in how teachers craft action—the rhetorical features of language, the skill displayed in guiding interaction, or the selection of an appropriate description of an apt example. In these moments, the artistry of pedagogy is expressed.

2.4 Economic and Financial Demand

On a global scale, UNICEF (2020) reported that more than 1.5 billion learners of all ages are affected because of the school and university closures. Shutdowns have put youth in a disproportionate state. With utmost consideration to provide education as a fundamental human right, educational systems around the globe were once again challenged to produce different measures to immediately sustain education efforts (UNESCO, 2020), but this does not consider giving solutions to the problems of every student. Generally, the education system seems unprepared and may transpire unpredicted consequences during and beyond the crisis (Bozkurt & Sharma, 2020). Furthermore, the students have difficulty with remote learning in terms of its financial demands. It requires internet expenses (“I do not have financial assistance for the internet load that I needed for the online class” -Student 17). Even if they have the choice to take a job to support their studies, they cannot because of the current situation (“I also encounter financial problem since it is pandemic, and it is hard to find job to support my learning needs” -Student 32).

2.5 Learning Environment Demand

The student participants voiced out electric power interruptions as another challenge in remote learning. Power outage during online classes is an inevitable problem in virtual classroom setups (Castillo, 2020). This is true for some students surveyed located in areas where power interruption has long been a problem since the pre-pandemic period. The same finding was gained from studies (e.g., Verawardina 2020) in which students situated in deep rural areas find it difficult to stay connected with online learning due to interruption to even lack electricity. Vague learning content has also become a difficulty. According to them, this does not stem from the delivery mode but from the content itself. This could be attributed to the notion that, although university professors implemented online classes, most of them still used learning content meant for on campus learning. For example, students are given syllabus and modules, however, some instructions in these materials are unclear and are not attainable for an online learning set-up. This may also stem from

teachers' lack of experience in remote learning, thus giving them a hard time to produce appropriate supplementary materials specifically designed for online teaching platforms (Burgess & Sievertsen, 2020).

2.6 Home Learning Environment

Over the past three decades, a growing number of studies have provided empirical evidence that the home learning environment (HLE) is an important predictor of differences in children's academic and social development. However, the definition and measurement of what is meant to constitute the HLE varies widely between different studies. Children's participation in learning activities, the quality of parent-child interactions, and the availability of learning materials are three key features of the home learning environment that help to support children's educational development (Bradley & Corwyn, [2002](#)).

3.METHODOLOGY

3.1 Research Design

The researcher used descriptive design method of research. Descriptive method of research employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempt to develop knowledge (Statistics Canada, 2014). Afterwards, makes accurate interpretation about such data with or without the aid of statistical methods to ask. Descriptive method is a study that can obtain facts about existing conditions or detect significant relationship between current phenomena (Statistics New Zealand, 2013). Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

3.2 Respondents and Location

The parents of the intermediate learners studying at Loob-Bunga I, Loob-Bunga II and Loob-Bunga III Elementary School were the respondents of the study. In determining the number participants, the non-random sampling technique was used. Purposive sampling is the deliberate collection of informants based on their ability to shed light on a particular subject, idea, or phenomenon (Baraceros, E. (2014). *Practical Research 1*. 1st Edition: Types of Probability Sampling. p. 96). Purposive sampling is a method of selecting study subjects that is used in quantitative research, a survey-descriptive method. It comprises an iterative process rather than starting with a fixed sampling frame. The selection process, like grounded theory, entails identifying themes, concepts, and indications through observation and thought (Schutt, 2006: 348). Schutt emphasizes the relevance of each sampling element occupying a distinct position in relation to the research project (2006: 155). In this context, researchers frequently employ a purposive sampling strategy to select informants based on their specific knowledge or experience with, the empirical research topic.

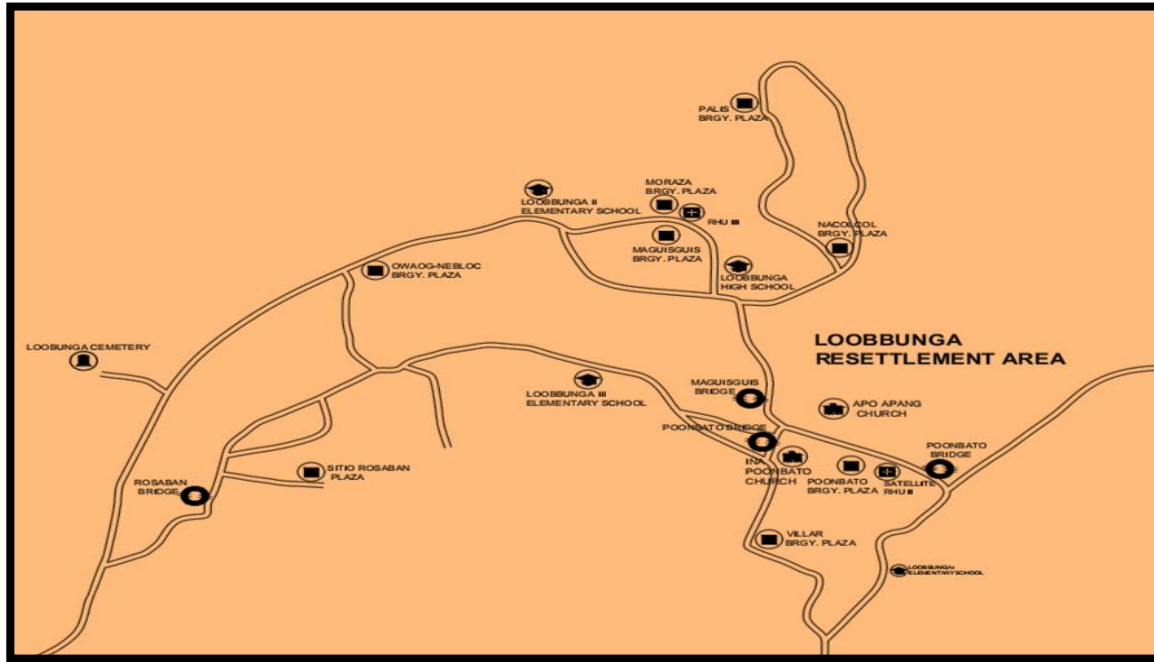


Figure 1 Map of Loob - Bunga Botolan Zambales as Study Locale

Table 1 Distribution of Frequency and Percentage of the Respondents

SCHOOL	Frequency (f)	Percentage (%)
Loob-Bunga Elementary School I	25	21.73
Loob-Bunga Elementary School II	50	43.49
Loob-Bunga Elementary School III	40	34.78
TOTAL	115	100.00

Table 1 shows the distribution of frequency and percentage of the respondents according to school. Loob-Bunga II Elementary School has the most respondents with fifty (50) respondents or 43.49% followed by Loob-Bunga III Elementary School with forty (40) respondents or 34.78% and lastly Loob-Bunga I Elementary School with twenty-four (25) respondents or 21.73%.

3.3 Instrument

The researcher-made questionnaire is the primary data collection tool in this analysis. It is divided into three parts. The first part of the report covers the profile of the Grades 4, 5 and 6 parents, including their sex, civil status, number of children, their higher educational attainment, and family income. Part two the academic performance of the students. In last part, the researcher used a Likert scale to assist the parent’s responses on how they assist their children with their modules.

in module learning of the intermediate graders.

3.4 Data Collection

The researchers had sought permission by writing a letter addressing from the Barangay Captain to allow the researchers in distributing the survey questionnaires, the principal and the class advisers of the 4th, 5th and 6th graders of Loob-Bunga I, Loob-Bunga II and Loob-Bunga III Elementary School. Survey questionnaires would about to distribute and consolidate after all permits have been obtained all, while adhering to health protocols. Data collection is expected to take upon 10-15 days.

4.RESULTS AND DISCUSSION

4.1 Summary of Responses

Table 2 shows the Summary Table on the assessment of the parent-respondents on the challenges experienced in helping their children in the modular learning.

Table 2 Summary Table on the Assessment of the respondents on the challenges experienced in helping their children in the modular learning

N=115

	Challenges Experienced	Overall Weighted Mean	Qualitative Interpretation	Rank
1	Time Demand	2.49	Sometimes a Challenge	1
2	Pedagogical Demand	2.23	Sometimes a Challenge	3
3	Economic and Financial Demand	2.48	Sometimes a Challenge	2
4	Learning Environment	2.17	Sometimes a Challenge	4
	Grand Mean	2.34	Sometimes a Challenge	1

The parent –respondents assessed it is “Sometimes a Challenge” on all dimensions particularly on Time Demand (2.49) and ranked 1st; Economic and Financial Demand (2.48) and ranked 2nd; Pedagogical Demand (2.23) and ranked 3rd while Learning Environment (2.17) and ranked 4th. Overall, the computed grand mean on the responses towards dimensions on challenges experienced in helping children in modular learning was 2.34 with qualitative interpretation of “Sometimes a Challenge”.

4.2 Test of Differences on the dimensions towards challenges of the parents in modular learning.

Table 3 shows the Analysis of Variance to test significant difference on the dimensions towards challenges of the parents in modular learning.

Table 3 Analysis of Variance to test significant difference on the dimensions towards challenges of the parents in modular learning

Anova: Single Factor				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Time Demand	115	286.25	2.48913	0.537227
Pedagogical Demand	115	257.2	2.236522	0.38726
Economic & Financial Demand	115	285.75	2.484783	0.482464
Learning Environment Demand	115	250.17	2.175391	0.403679

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	9.296475	3	3.098825	6.845849	0.000161	2.624463
Within Groups	206.4118	456	0.452658			
Total	215.7083	459				

There is significant difference on the perception towards dimensions on challenges of the parents in modular learning as to Time Demand, Pedagogical Demand, Economic and Financial Demand and Learning Environment demand respectively manifested on the computed F-value of 6.845849 which is greater than the F-critical value of 2.624463, hence the null hypothesis is rejected.

The learning platform have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi 2020). While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment.

4.3 Test of relationship between the challenges of the parents in modular learning and the academic performance of the students.

Table 4 shows the Pearson Product Moment Coefficient of Correlation to test relationship between the challenges of the parents in modular learning and the academic performance of the students.

Table 4 Pearson Product Moment Coefficient of Correlation to test relationship between the challenges of the parents in modular learning and the academic performance of the students

Sources of Correlations		Students' Academic Performance	Challenges
Students' Academic Performance	Pearson Correlation	1	0.116
	Sig. (2-tailed)		0.217
	N	115	115
Challenges	Pearson Correlation	0.116	1
	Sig. (2-tailed)	0.217	
	N	115	115

The computed Pearson r-value of 0.116 denotes negligible relationship between the challenges experienced by parents in modular learning and the level of academic performance of the children. The computed Sig (2-tailed) test value of 0.217 which is greater than (>) 5% significance level, therefore the null hypothesis is accepted, hence there is no significant relationship between the challenges experienced by parents in modular learning and the level of academic performance of the children.

The results simply indicate that the academic performance is not associated with the challenges experienced by parents in the use of modular learning platform. Modular teaching is a new approach for many parents are not familiar using this learning modality in the delivery of learning to their children. They are used on the traditional approach to have face-to-face teaching (Partarrieu, 2015). Thus, when the DepEd offers varied learning modalities, teachers consider these as difficulties and challenges in the execution of their work. These modalities are new to them (Sejpal, 2013). As a matter of fact, they keep of asking their co-teachers regarding this one. Luckily, private organizations offer their service to the public through online training and orientation. They make a way to inform the school heads, teachers, parents, and learners regarding the flow of these learning modalities.

5. CONCLUSION

The researcher concluded that: The parent-respondent is a female, married, a high school graduate, with ideal number of children and family income considered below poverty level. The parent-respondents children’s level of academic performance was “Very Satisfactory”. The parent-respondents assessed they experienced “Sometimes experienced Challenges” on Time Demand, Pedagogical Demand, Economic and Financial Demand, and Learning Environment demand respectively on the challenges in modular learning. There is significant difference on their respondents’ perceptions when grouped according to civil status towards, Pedagogical, Economic and Financial, and Learning Environment Demands respectively; significant on highest

educational attainment towards Time, Pedagogical, Economic and Financial, and Learning Environment Demands respectively; and significant on number of children towards Time, Economic and Financial, and Learning Environment Demands respectively. There is significant difference on the challenges the respondents experienced in Time Demand, Pedagogical Demand, Economic and Financial Demand, and Learning Environment demand respectively as experienced by parents in modular learning. There is no significant relationship between the challenges experienced by parents in modular learning and the level of academic performance of the children. An Intervention program as coping activities on the challenges experienced by parents on modular learning platform or approach is also proposed.

6. RECOMMENDATIONS

The researcher offers the following recommendations based on salient findings obtained in the study. Teachers are encouraged to continue all-possible means of communication with the parents. The barangay or municipal government may provide soft loan program for the purchase of technological gadget for more advance education and learning to the families who cannot afford to buy. The local government is encouraged to provide accessible free and fast internet connection specially in remote areas. Parents are encouraged to provide a working space for their children for a more conducive learning environment. School administrators may implement the proposed intervention program to awaken high level of interest of parent's involvement in the use of modular learning approach. Future researchers may conduct similar or parallel study with in-depth and wider in scope to validate the salient findings obtained in the study.

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