

# Exploring Parental Insights on The Impact of Modular Distance Learning During the Covid-19 Pandemic

**DYNA M. PADILLA**

Osmeña Colleges Graduate Studies and Research  
Buenavista National High School, DepEd Philippines  
deepadilla2298@gmail.com  
ORCID ID: 0009-0005-2723-5920

**JONALD B. SIA**

Osmeña Colleges Graduate Studies and Research  
sensei\_jbsia@yahoo.com  
ORCID ID: 0009-0008-7142-3816

*Abstract* — With the sudden surge of the pandemic, every sector of the government was greatly affected. This includes the educational system, which is under the Department of Education. The changes brought about by COVID 19 had a significant impact on the students. This study assessed the parents' perception of modular distance learning amidst COVID-19 at Osmeña Colleges. Utilizing a descriptive design, the study employed the one way analysis (ANOVA) to analyze the significant difference of the parents' perception about modular distance learning. A two-part questionnaire was used to gather data, including respondents' profiles and perceptions. Data were collected through convenience sampling and analyzed using a 5-point Likert scale, with frequency counts, percentages, and weighted means used to interpret the overall perceptions of the parents. The results indicated that parents' perception of modular distance learning does not have a significant difference in the parents' perception of modular distance learning. The study concludes with recommendations to determine the perceptions of parents about modular distance learning amidst COVID 19 from the other parents from other grade levels. It also suggests that perceptions of other stakeholders such as the school managers, or DepEd personnel should be assessed to balance the perceptions of the parents, and continuing research be conducted to evaluate the impact and output of the curriculum in new normal.

*Keywords* — *Modular Distance Learning, Pandemic, COVID-19, Parents' Perception*

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## I. Introduction

Education is a critical part of everyone's lives. Learning is crucial. Learning is required in order to obtain a specific career. Some of our forefathers would argue that in order to be successful in life, one must complete his or her education. It is thought to be one of the techniques for becoming someone like the people we like in society. The current pandemic, COVID-19, is affecting the entire world. This pandemic originated in one of the provinces of China, Wuhan City. It was first seen on the 31<sup>st</sup> of December 2019, when the World Health Organization saw

pneumonia as one of the symptoms of the virus. This was first identified on the 7<sup>th</sup> of January 2020 and was temporarily named "2019-nCoV"WHO. Every sector of each country was greatly affected, and the educational sector was not an exception to that. But as people who believe that education is important, the Department of Education tried to combat the pandemic in order to continue giving every Filipino the chance to continue learning amidst the pandemic. As a result, the Department of Education, headed by Secretary of Education Madam Leonora Briones, and its committee, proposed some alternatives to still pursue the educational system in the Philippines. There were different learning modalities and strategies presented by the Department of Education for this new normal. One of them is the modular distance learning that most of the schools in the Philippines, and specifically here in Masbate City, have been using.

Magsambol (2020) The DepEd said that 8.8 million parents chose printed modules; followed by blended learning or the combination of learning through modules, online classes, television, and radio (3.9 million parents); online learning (3.8 million); educational TV (1.4 million parents); radio-based instruction (900,000 parents); and other modalities not specified by the agency (500,000 parents). Additionally, Vanderhout, Berkin, et.al (2020) in the absence of school, child care, extra-curricular activities and family gatherings, children's social and support networks have been broadly disrupted. Stress from COVID-19 has been compounded by additional responsibilities for parents as they adapt to their new roles as educators and playmates while balancing full-time caregiving with their own stressful changes to work, financial and social situations. Furthermore, Novita and Haller (2021) Other parent related factors during the pandemic that are addressed in this article to account for parents' risk of overload are parents' working conditions, such as assistance from their employer. Kubb, and Foran (2020) stated that increased levels of stress and anxiety were found in parents, with substantial strains in compatibility with intensive child care responsibilities and employment while facilities were closed. Zhangs (2021) One of the parents remarked that while remote learning is good for well-behaved pupils, it is difficult for students who lack or have poor self-control. They even felt that students who lacked self-control would learn nothing from distant education. They believe that pupils' "self-regulation skill" can expand the learning gap. However, it has been disagreed by Ludji, Marpaung (2021) emphasized that another advantage of having the children learning at home every day, parents can build better communication and relationship with them. It then increases the intimacy and emotionally bound between the parents and their children.

Thus, this study aimed to determine the teachers' perception of modular distance learning amidst COVID-19. Specifically, it seeks answers to the following questions: first, what is the demographic profile of the parents of the grade 10 students at Osmeña Colleges in the Municipality of Masbate City in terms of age, sex, civil status, educational attainment, number of children and occupation. Second, what are the perceptions of the parents about modular distance learning in terms of teaching capability, student learning capability and time management. Third, what are the challenges encountered by the parents in modular distance learning amidst covid-19. Fourth, what are the beliefs and attitudes of the parents in Modular Distance Learning amidst Covid-19. Lastly,

is there a significant difference in parents' perception about modular distance learning amidst COVID-19.

Based on the findings of this study, the Department of Education can benefit in further development of the modes of learning deliveries and its effect to the stakeholders.

## II. Methodology

This chapter presents the setting of the study, the respondents, the variables, the research design, respondents and sampling, instrument used, variables and procedure, statistical measures.

The study was conducted in Masbate City, specifically in Osmeña Colleges. One of the private schools in Masbate City which offers Elementary to Tertiary Education. There is other 3 private schools which offers the same educational system as Osmeña Colleges does offer namely, Masbate Colleges, Southern Bicol College and Liceo de Masbate. The researcher included only the parents of the Grade 10 students in Osmeña Colleges in the school year 2020-2021. To facilitate data gathering considering the short span of time budgeted to complete the study, as well as exclusivity and homogeneity of sample respondents.

### *Design*

This study utilized a descriptive research approach to determine parents' perception of modular distance learning amidst COVID-19. The study adopts a descriptive analysis method to depict and analyze the parents' perceptions and their observations.

### *Sampling*

Considering the number of parents of the Grade 10 students at Osmeña Colleges, convenience sampling was used. There were selected parents who were treated as willing-respondent who participated in this study. Hence, 73 parents were made the respondents of this study. The respondents were asked to answer a survey-questionnaire to determine the parents' perception about modular distance learning amidst COVID-19.

### *Instrument Used*

The researcher employed a two-part questionnaire to gather the respondents' profiles such as name (optional), age, sex, civil status, highest educational attainment, sex, civil status, educational attainment, number of children and occupation. Second, the perceptions of the parents about modular distance learning in terms of teaching capability, student learning capability and time management. Third, the challenges encountered by the parents in modular distance learning amidst covid-19. Fourth, what are the beliefs and attitudes of the parents in Modular Distance Learning amidst Covid-19. Lastly, the significant difference in parents' perception about modular

distance learning amidst COVID-19. Thus, the researchers used convenience sampling. A 5 point Likert scale was also utilized to interpret the data.

The researcher utilized the procedure below in conducting the study.

**Phase 1. Development, Validation, and Approval of the Research Title.** The researcher submitted capsule research to the adviser for checking on the proposed title of the study. The research capsule encompassed the research problems, respondents and sampling, research design, as well as the sources used. Suggestions and comments provided were incorporated into the study.

**Phase 2. Development and Validation of Research Instrument.** The formulation of the questionnaires commenced by aligning them with the Statement of the Problem. For identifying the parents' perception about modular distance learning amidst COVID-19. The researchers then presented the questionnaire to the advisor for revisions and final approval.

**Phase 3. Writing and Giving of Permission Letter to the SDS.** A letter was noted by the researcher's adviser. Afterward, the letter was submitted to the headmaster for approval and submitted to the principal to conduct the study.

**Phase 4. Administration of Instruments to the Respondents.** The questionnaires were administered to the respondents. Instructions and directions were clearly and vividly explained. After filling up and answering the questionnaires, it was collected by the researchers.

**Phase 5. Data Recording and Tabulating.** Data gathered from the parents was then recorded and tabulated for analysis and interpretation by the statistician.

**Ethical Issues.** The researcher took into consideration the permission to conduct the study from the right people through written communication. The survey questionnaire employed in the research strictly prohibited any use of offensive, discriminatory, or inappropriate language. Personal details of the respondents, including their names and other private information, were designated as "optional," granting them the choice to disclose basic information. Participation in the study was entirely voluntary for the respondents. Additionally, all cited authors within the study were properly credited and acknowledged in the reference.

**Treatment of Data.** Simple Frequency, Percentage and Weighted Mean were utilized to analyze both the demographic profile data, parents perceptions about modular distance learning. Additionally, T-Test was also utilized for the significant difference in parents' perception about modular distance learning amidst COVID-19.

### III. Results and Discussion

#### 1. PERSONAL AND PROFESSIONAL PROFILE

**TABLE 1.1**  
**RESPONDENTS' PROFILE AS TO AGE**

Indicators	Frequency	Percentage
30-35 Years Old	8	11%
36-40 Years Old	21	29%
41-45 Years Old	23	32%
46-50 Years Old	9	12%
51-55 Years Old	8	11%
56-60 Years Old	4	5%
<b>Total</b>	<b>73</b>	<b>100</b>

It can be gleaned from the table that 32% or 23 of the respondents are aged 41 to 45 years old. Respondents whose ages range from 36 to 40 years comprised 29% or 21 of the total. There are only 4 whose ages range from 56 to 60 years old.

This implies that most of the parents are middle aged and most of them are still working to support their families. According to the study of Häkkinen et.al (2020) parents who worked remotely modified their working schedules to be able to help their child's remote schooling, or, on the other hand, to maximize their own ability to concentrate on work.

**TABLE 1.2**  
**RESPONDENTS' PROFILE AS TO SEX**

Sex	Frequency	Percentage
Male	19	26%
Female	54	74%
<b>Total</b>	<b>73</b>	<b>100</b>

Table 1. 2 revealed that most of the respondents are female which comprised 74% of the total. There are only 26% or 19 respondents who are male respondents.

It can be inferred from the data above, that women outnumbered the male in the study conducted.

This is supported by the study of Pew Research Center (2022), which says that about majority of the married moms do all the task in managing their children's schedule and activities at school more than their husband does.

**TABLE 1.3**  
**RESPONDENTS' PROFILE AS TO CIVIL STATUS**

<b>Civil Status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Single</b>	10	14%
<b>Married</b>	58	79%
<b>Widower</b>	1	1%
<b>Widow</b>	4	5%
<b>Total</b>	<b>73</b>	<b>100</b>

In terms of civil status, 79% of the respondents are married and 14% are single parents. Respondents who are already widowed comprise 6% of the total. It can be gleaned from the table above that married parents may have time, resources, and emotional support in the schooling of their children more than those who are single or widowed as they might have other responsibilities to balance and take care like family and work commitments.

The findings of Ibrahim (2021) suggest that parents' active involvement in their children's education has a positive and noteworthy impact on children's lives, including their development, behaviour, motivation and academic performance.

**TABLE 1.4**  
**RESPONDENTS' PROFILE AS TO HIGHEST EDUCATIONAL ATTAINMENT**

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
<b>College Graduate</b>	7	10%
<b>College Undergraduate</b>	5	7%
<b>High School Graduate</b>	28	38%
<b>High School Undergraduate</b>	19	26%
<b>Elementary Graduate</b>	10	14%
<b>Elementary Undergraduate</b>	4	5%
<b>TOTAL</b>	<b>73</b>	<b>100</b>

As revealed in table 1.4, the respondents who did not finish their high school studies comprised 45% of the total. Only 38% and 10% of them are high school graduates and college graduates, respectively.

The data demonstrated that most of the parents was not able to finish their schooling and graduate in higher education. Based on the study of Mercader and Abadiano (2021) most parents who are functionally illiterate are experiencing difficulties and emotional stress in conducting home-tutorials with their children.

Gumapac, Aytona and Alba (2021) Some parents, stated that due to a lack of proper education parents are unable to provide learners with knowledge that they could utilize to assist their children in completing their learning modules.

**TABLE 1.5**  
**RESPONDENTS' PROFILE AS TO NUMBER OF CHILDREN**

<b>Indicator</b>	<b>Frequency</b>	<b>Percentage</b>
12 Children	1	1%
11 Children	0	0
10 Children	0	0
9 Children	3	4%
8 Children	2	3%
7 Children	5	7%
6 Children	8	11%
5 Children	15	21%
4 Children	11	15%
3 Children	15	21%
2 Children	8	11%
1 Child	5	7%
<b>TOTAL</b>	<b>73</b>	<b>100</b>

Table 1.5 presented the number of children the respondents have. It revealed that most of the respondents have 3 or 5 children. The cumulative percentage of the respondents who have more than 5 children is 26% or 19 of the total.

The result implies that the parents have a medium sized family that needs support in terms of education, well-being and all other factors needed by the children.

However, according to the study conducted by Marilyn G. Olivo entitled "*Parent's Perception on Printed Modular Distance Learning in Canarem Elementary School: Basis for Proposed Action Plan,*" not all parents and students were able to follow and pass all their modules within a specific timeframe because the activities were so many. Specifically, those students with parents who are not knowledgeable enough to teach them and guide them all throughout their learning. Some also struggle because their parents have other work to do, or they have other siblings to guide, or they live in a far-flung area where communication is very hard. According to some parents, it is not easy to automatically switch and ask their children to study and learn through different learning modalities in a short period of time. They themselves have their own struggles with teaching their children at home.

**TABLE 1.6**  
**RESPONDENTS' PROFILE AS TO OCCUPATION**

<b>Indicator</b>	<b>Frequency</b>	<b>Percentage</b>
Housewife/Housekeeper	32	44
Sari-Sari Store Owner	8	11
Driver (Tricycle/Habal-Habal)	9	12
Vendor (Sidewalk vendor/Wet and Dry Fish Vendor)	3	4
Construction Worker	6	8
Salesperson	2	3
Security Guard	1	1
Public Servant	3	4

Manicurist	2	3
Farmer	5	7
Buy and Sell	1	1
OFW	1	1
<b>TOTAL</b>	<b>73</b>	<b>100</b>

In terms of the respondents' occupation, it can be gleaned in the table that 44% or 32 of the total have no work. They are housewives. The rest of the respondents are working but based on the nature of their work, it can be assumed that their income depends on the number of their customers, or their work is just contractual. This could be due to their educational attainment and the number of children that they need to take care of.

Erlina, Santoso and Apriyanto (2020) Parents' negative feelings about their children's required daily academic activities are influenced by the extent to which these activities interfere with their ability to pursue other priorities, such as their own professional work. On contrary according to Wang, (2020)<sup>6</sup> parents who worked remotely modified their working schedules to be able to help their child's remote schooling, or, on the other hand, to maximize their own ability to concentrate on work.

## 2. PERCEPTIONS OF THE PARENTS ABOUT MODULAR DISTANCE LEARNING

The researchers surveyed 73 parents of Grade 10 students at Osmeña Colleges about their perception with modular distance learning. The respondent answered a questionnaire prepared by the researchers in which they expressed their level of agreement or disagreement with the given indicators using the following scale: 5 – Strongly Agree, 4 – Agree, 3 – Neither Agree nor Disagree 2 – Disagree, and 1 – Strongly Disagree.

**TABLE 2.1**  
**TEACHING CAPABILITY**

INDICATORS	WEIGHTED MEAN	DESCRIPTION	RANK
1. I check and review their answers on their modules	4.07	Agree	3
2. I have prior knowledge of how to teach my children at home	3.75	Agree	4
3. I have a harmonious relationship with the teacher that whenever I have difficulties understanding the modules I can easily reach out to them	4.08	Agree	2
4. I guide them in some of their difficult subjects	3.59	Agree	5
5. I know a lot of teaching strategies that can motivate my children in modular distance learning	3.33	Neither Agree nor Disagree	7
6. I am always ready to teach my children if ever they have questions about their studies before. So, teaching them in modular distance learning has no problem at all	3.49	Neither Agree nor Disagree	6
7. I am confident that I can support my child's learning at home	4.14	Agree	1
<b>TOTAL WEIGHTED MEAN</b>	<b>3.78</b>	<b>AGREE</b>	

Shown in table 2.1 is the extent of agreement of the respondents to each indicator about their teaching capability. It can be gleaned from the table that most of the respondents agreed on most of the indicators. Their responses for indicators 5 and 6 revealed that they only know limited strategies on how to teach their children and that they are not certain if they can be of help in answering most of the children’s queries about their lesson. As cited in the article of M. B. Cahapay., (2021) in the *Involvement of Parents in Remote Learning of Children amid COVID-19 Crisis in the Philippines: A Transcendental Phenomenology* “It is hard to be a teacher to my child because I do not know a lot of teaching strategies... to make her learn effectively.” Among the seven indicators, most of the respondents agreed on the indicator which says that they are confident that they can support their children’s learning at home. One of the parents in the article cited from Manlangit, Paglumutan and Sopera (2020) “I will do my best to help in her studies. I am willing to learn her lessons, be strict when it comes to her assignments and schedules. I will try my best, because I believe that parents are the child’s first teacher,” she says.

The results manifested that the respondents have confidence in terms of providing learning assistance to their children with the help of the teachers and their prior knowledge in teaching their children at home. As cited in the article of Gohl and Thorson (2020) besides the guidance of the teachers at home there should be the guidance of the parents at home as well for it helps the learners feel less burdened by their modules.

**TABLE 2.2**  
**STUDENTS’ LEARNING CAPABILITY**

INDICATORS	WEIGHTED MEAN	DESCRIPTION	RANK
1. My children can comprehend and answer their modules on their own	3.93	Agree	3
2. My children can do their research whenever they have problems with their modules	4.05	Agree	1.5
3. My children can answer their modules without/with less supervision and guidance.	3.84	Agree	4
4. My children like studying with their peers	3.62	Agree	5
5. I am confident that my child will make adequate academic progress through modular distance learning	4.05	Agree	1.5
<b>TOTAL WEIGHTED MEAN</b>	<b>3.90</b>	<b>AGREE</b>	

Table 2.2 revealed that most of the students can study independently and can progress academically through modular distance learning as most of the respondents agreed on indicators 2 and 5, however, the indicator which states that their children can answer their modules without supervision and guidance ranked 4<sup>th</sup> with a weighted mean average of 3.84. This could be an implication that although their children can study independently, they still need someone to

provide them with further instructions and to clarify concepts that may be vague to them. As cited in the article of Niemi, Kousa, et.al. (2020) distance learning required more self-discipline, and problems were more difficult to deal with without the presence of a teacher.

**TABLE 2.3**  
**TIME MANAGEMENT**

<b>INDICATORS</b>	<b>WEIGHTED MEAN</b>	<b>DESCRIPTION</b>	<b>RANK</b>
1. I have ample time to teach my children in the Modular Distance Learning	3.89	Agree	4
2. I can manage juggling my job and teaching my children with their modules	3.79	Agree	5
3. I have a scheduled date and time for my children to study and finish their modules per subject as well as for other activities in the home such as play, household chores, etc.	4.04	Agree	1
4. I prioritize my children's study over my work	3.90	Agree	3
5. I encourage them to finish their modules on time and they will get a reward after	3.99	Agree	2

It can be gleaned from the table that among the five indicators, the respondents agreed the most on the indicator which states that the respondents have scheduled dates and time for assisting their children with their study with a weighted mean of 4.04. The result suggests that most of the respondents are allotting time to help their children with their learning at home even though some of them are being challenged to manage and balance their time for their job and for teaching their children. From the article cited, Dangle and Sumaoang (2020). The Bundy-clock, wherein parents set and check the schedule of their children in order to avoid cramming and delays of answering and submitting the modules.

### **3. CHALLENGES ENCOUNTERED BY PARENTS IN MODULAR DISTANCE LEARNING AMIDST COVID-19**

To determine the challenges encountered by the respondents in modular distance learning, the data on the number of respondents who disagreed and strongly disagreed on the given indicators for each factor was tallied, converted to percentages, and then interpreted.

**TABLE 3.1**  
**CHALLENGES ENCOUNTERED BY THE PARENTS AS TO THEIR TEACHING CAPABILITY**

INDICATORS	WEIGHTED MEAN	DESCRIPTION	RANK
1. I check and review their answers on their modules	7	9.59	4.5
2. I have prior knowledge of how to teach my children at home	7	9.59	4.5
3. I guide them in some of their difficult subjects	10	13.70	2.5
4. I know a lot of teaching strategies that can motivate my children in modular distance learning	15	20.55	1
5. I am always ready to teach my children if ever they have questions about their studies before. So, teaching them in modular distance learning has no problem at all	10	13.70	2.5

As shown in Table 3.1, the topmost challenge encountered by the respondents is the lack of knowledge of the teaching strategies that they can use to elevate the motivation of their children in studying. It is followed by their ability to guide their children with difficult subjects and in answering questions that are difficult for their children. From the article of Sukmayanti (2021), it has been cited that “Parents also cannot guide their children in all subjects because there are certain subjects that are not easy for parents to learn and guide their children.”

**TABLE 3.2**  
**CHALLENGES ENCOUNTERED BY THE PARENTS AS TO THEIR STUDENTS' LEARNING CAPABILITY**

INDICATORS	WEIGHTED MEAN	DESCRIPTION	RANK
1. My children can comprehend and answer their modules on their own	6	8.22	3.5
2. My children can do their research whenever they have problems with their modules	4	5.48	5
3. My children can answer their modules without/with less supervision and guidance.	6	8.22	3.5
4. My children like studying with their peers	8	10.96	1
5. I am confident that my child will make adequate academic progress through modular distance learning	7	9.59	2
<b>TOTAL WEIGHTED MEAN</b>	<b>3.07</b>	<b>AGREE</b>	

The result presented in Table 2.2 shows that the respondents have fewer to no challenges met in terms of their children’s learning capability. It can be an implication that the respondents have confidence that their children can learn independently most of the time. From the article of Kalaycı and Oz (2018) they indicate that the children can learn the language without their involvement since they only affect the pace of the development with the revision activities along with the activities making the children expose to the language to some extent.

Out of the 73 respondents, 10.96% or 8 of the total said that their children have less interest in peer studying while only 5.48% or 4 of the total said that their children cannot do their research to accomplish difficult activities in the module.

**TABLE 3.3**  
**CHALLENGES ENCOUNTERED BY THE PARENTS AS TO THEIR TIME**  
**MANAGEMENT**

INDICATORS	WEIGHTED MEAN	DESCRIPTION	RANK
1. I have ample time to teach my children in the Modular Distance Learning	11	15.07	1
2. I can manage juggling my job and teaching my children with their modules	9	12.33	2.5
3. I have a scheduled date and time for my children to study and finish their modules per subject as well as for other activities in the home such as play, household chores, etc.	7	9.59	5
4. I prioritize my children’s study over my work	9	12.33	2.5
5. I encourage them to finish their modules on time and they will get a reward after	8	10.96	4

Table 3.3 revealed that 15.07% or 11 of the total respondents said that they have difficulty allotting enough time to teach their children in the modular distance learning which makes it the topmost challenge they met. This could be due to their work or responsibilities at home. To those parents who are working, they have a hard time balancing their time for their job and aiding their children with their studies from an article of Meghani, Agarwal, et.al (2021) most of the parent’s concerns with distance learning is they are struggling in balancing their work-related responsibilities as well as caring their children and families. Supported by the article of Eyler, Schmidt et.al (2021) “Some parents had to also juggle their own work-at home responsibilities. This may have been especially challenging for families with younger, less independent children, resulting in modifications to usual parenting practices.”

#### 4. BELIEFS AND ATTITUDES OF THE PARENTS IN MODULAR DISTANCE LEARNING AMIDST COVID-19

**TABLE 4**  
**PERCEPTIONS OF THE PARENTS ON MODULAR DISTANCE LEARNING**

INDICATORS	WEIGHTED MEAN	DESCRIPTION	RANK
1. Modular Distance Learning (MDL) is cheaper than face to face	4.00	AGREE	3
2. Modular distance learning is safer than face to face	4.22	AGREE	1
3. I like teaching my children at home because I can bond with them more	3.95	AGREE	4
4. I have no problem getting my children's module at school and returning it as well	3.89	AGREE	5
5. I can personally monitor my child's learning progress	4.18	AGREE	2
<b>TOTAL WEIGHTED MEAN</b>	<b>4.05</b>	<b>AGREE</b>	

The results shown in table 4 suggest that most of the respondents have positive perceptions towards Modular Distance Learning. The indicator which states that modular distance learning is safer than face-to-face classes amidst this pandemic ranked first with a weighted mean of 4.22. With modular distance learning, most of the respondents agreed that it gives them an avenue to personally track the progress of their children. Amidst the threat of COVID-19, education of the children must not be derailed so the respondents agreed that modular distance learning is a cheaper way to continue the children's education, and it also gives them more time to spend with their children as they help them learn with their lessons. Moreover, most of them have not seen it a problem to get and return their children's modules at school weekly. From the article of Arias (2020) "Some parents see this as an opportunity to keep a closer eye on their children and be more involved in their education. This demonstrates that, despite the Covid 19, issue, parents are very concerned about ensuring that their children's education remains a top priority. We learn as a group and heal as a group." Supported by the article of GÜNBAŞ and GÖZÜKÜÇÜK, (2020) "Some parents stated that they were better able to observe their child's competence, which their child's being beside them and being healthy and safe during this pandemic were advantages, and that as parents, they were able to set aside more time for their child."

## 5. SIGNIFICANT DIFFERENCE IN THE PERCEPTIONS OF PARENTS ABOUT THE MODULAR DISTANCE LEARNING

**Table 5**  
**One-Way Analysis of Variance for the Perceptions of Private School Teachers on Modular Distance Learning**

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	Computed F	F Critical (One-Tailed)	Comparison	Decision
Between Groups	0.073...	2	0.036...	0.647	3.739	F Computed < F Critical	Accept the null hypothesis (Ho), Reject the alternative hypothesis (Ha)
Within Groups	0.794...	14	0.056...				

Table 5 revealed the result of comparison test conducted on the perceptions of the respondents on Modular Distance Learning using the one-way ANOVA. The computed value of F is 0.647. With degrees of freedom of 2 and 14 and 0.05 level of significance, the one-tailed critical value of F is 3.739. Since the computed value of F is less than the critical value, the decision is to accept the null hypothesis. Therefore, there is no enough evidence to conclude that there is a significant difference in the perceptions of the respondents on Modular Distance Learning. Furthermore, parents' perception about modular distance learning despite of their differences in terms of their demographic profile such as age, gender, civil status, educational attainment, number of children and occupation. As well as teaching capability, student learning capability and time management does not vary. This is an implication that the parents have the same view on the identified factors which affect their perceptions about the modular distance learning. Thus the data suggests that the null hypothesis is accepted.

### IV. Conclusion

The results of this study highlighted the parents' perception about modular distance learning amidst COVID-19. With the sudden surge of the pandemic, every sector of the government was greatly affected. This includes the educational system, which is under the Department of Education. The changes brought about by COVID 19 had a significant impact on the students. Everyone was forced to adjust and follow the Inter Agency Task Force health protocols. With the initiatives of the DepEd, they officially launched the first modular distance learning as a new learning modality, together with the other modes of learning implemented all over the Philippines to bridge the learning gap caused by the pandemic. This forced the parents and the students to adjust and fit themselves into new roles. According to the statistics, The demographic profile of the parents vary extensively. it indicated that the demographic profile of the respondents revealed that majority of them where are aged 41 to 45 years old, female, married, high school graduate, have 3 or 5 children, and are housewives. The parents perception in terms

of their teaching capability fall on the indicator 3 and 7 which means they have confidence in terms of providing distance learning assistance to their children with the help of the teachers and their prior knowledge in teaching their children at home. The parent's perceptions in terms of their children's learning capability ranked 4 with weighted mean average of 3.84 which means that although their children can study independently, they still need someone to provide them with further instructions and to clarify concepts that may be vague to them. Parents perceptions in terms of time management the results suggests that most of the respondents are allotting time to help their children with their learning at home even though some of them are being challenge to manage and balance their time for their job and for teaching their children. With the challenges encountered by the parents as to their teaching capability the topmost challenge encountered by the respondents is the lack of knowledge of the teaching strategies that they can use to elevate the motivation of their children in studying. Most of the respondents have positive perceptions towards Modular Distance Learning. The indicator which states that modular distance learning is safer than face-to-face classes amidst this pandemic ranked first with a weighted mean of 4.22. With modular distance learning, most of the respondents agreed that it gives them an avenue to personally track the progress of their children. Amidst the threat of COVID-19, education of the children must not be derailed so the respondents agreed that modular distance learning is a cheaper way to continue the children's education, and it also gives them more time to spend with their children as they help them learn with their lessons. Moreover, most of them have not seen it a problem to get and return their children's modules at school weekly.

These results conclude that parents' perception of modular distance learning does not have a significant difference in the parents' perception of modular distance learning.

As an offshoot of the findings and conclusions, the following recommendations were proposed. Teachers should continue supporting their student's parents in terms of any questions, guidance or anything related to the study and well-being of their students. There should have feedback on best practices of the parents, teachers and students with regards to modular distance learning at home. School managers and teachers should give extensive and maximum support to the parents in a way of PTA meetings, quarterly home learning activities and report. The study suggests being replicated to determine the perceptions of parents about modular distance learning amidst COVID 19 from the other parents from other grade levels. Perceptions of other stakeholders such as the school managers, or DepEd personnel should be assessed to balance the perceptions of the parents, and continuing research be conducted to evaluate the impact and output of the curriculum in new normal.

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#### **AUTHOR'S PROFILE**



**DYNA M. PADILLA**

Dyna Marcos Padilla, known as Teacher Dee, graduated from Osmeña Colleges in 2018 with a Bachelor of Secondary Education degree, major in Technology and Livelihood Education (TLE). She later completed her Master of Arts in Education, major in Supervision and Administration, at the same institution. Currently, she is pursuing her Doctor of Philosophy in Educational Management at Masbate Colleges, where she has received multiple distinctions, including Best Research Paper, Best Research Presenter, and Best Research Abstract in various research conferences organized by the school.

At present, she is a public-school teacher at Buenavista National High School, where she teaches TLE subjects that foster students' creativity and practical skills. In addition to her teaching duties, she serves as the TLE Coordinator and Grade 10 Level Chairman. She is also the coach of

the girls' badminton team, guiding her students in developing their athletic abilities and sportsmanship.



**JONALD B. SIA**

Jonald Blacer Sia is a distinguished academic leader and educator with expertise in education, leadership, and research. He holds multiple honorary and earned credentials, including the Doctor of Education, Doctor of Humanities, and Fellowship of the Order of Pedagogues. He is currently pursuing a Doctor of Public Administration, and has completed postdoctoral studies in Strategic Management and Leadership.

Dr. Sia is a multi-awarded professional, recognized as Asia's Outstanding Dean of the Year and recipient of the Maharaja's Crown Award for International Peace Educator and the Oxford Excellence Award in Education among others. His qualifications span certifications in educational leadership, behavioral science, human resources, paralegal studies, and advanced research. He is also a certified Global Citizenship Education Trainer, Mental Health Trainer, and TESOL/TEFL educator.

He is a valued member of the Commission on Higher Education Regional Office V - Regional Quality Assessment Team (RQAT), contributing to the development and quality assurance of academic programs in the region. As a sought-after resource speaker, Dr. Sia leads professional development sessions for both teaching and non-teaching personnel.

His leadership roles include serving as Graduate School Dean, Associate Vice President for Academic Affairs, and Dean of the College of Teacher Education. Dr. Sia is also an accomplished author of educational references. His influence extends to the media as a former newspaper columnist and radio DJ, engaging diverse audiences and advocating for lifelong learning.