

Distance Learning in Secondary School of Zone 3, Division of Zambales, Philippines: Parents' Experiences

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Abstract: Background/Objectives: The research was an investigation of the experiences of parents on distance/remote learning during the COVID19 Pandemic time. The respondents were 309 parents of grade 10 students enrolled in Secondary School of Zone 3, Division of Zambales, Philippines. It was conducted on the 4th Quarter for the school year 2020-2021.

Methods/Statistical analysis: This study employed a descriptive research method with the survey questionnaire as the research instrument. The statistical treatment of this study utilized a descriptive statistical tools such as percentage and mean and ANOVA was the inferential statistics used. All the data obtained from the instrument were tallied, tabulated, analyzed and interpreted accordingly.

Findings: Results revealed that the respondents are female parents, finished secondary level of education, self-employed and are low income earners. The parents are home teachers during the distance/remote learning in COVID19 pandemic time. The ANOVA computation result showed a significant difference on the perceived level of agreement of parent-respondents on their experiences as to care-giving responsibility when grouped according to highest educational attainment. There is significant difference on the perception of experiences as to accomplishing modules when grouped according to highest educational attainment and occupation. There is significant difference on the perception of experiences as to parental distress when grouped according to sex, highest educational attainment and occupation. There is significant difference on the perception of experiences as to children's wellbeing when grouped according to highest educational attainment, occupation and monthly income. A plan was proposed in order for the parents to cope with the challenges faced in distance/remote learning during the COVID19 Pandemic.

Improvements/Applications: Proposed to heads of public secondary schools the prepared Plan in order for the parents to cope with the challenges faced in distance/remote learning during the COVID19 Pandemic. Future researchers may conduct a follow up study on parents' experiences as to how they cope, counter and provide solutions on the negative effects of on children's education during pandemic.

Keywords: Distance Learning, Parents' Experiences, Public Secondary School, COVID19 Pandemic

1. Introduction

The COVID-19 pandemic has created the largest Educational institutions shut down in 186 countries, affecting approximately 74% of total enrolled learners on the planet [1]. The academic institutions have been enforced to entirely cancel face-to-face teaching including laboratories because of COVID-19 outbreaks worldwide and other learning experiences as a mitigation step against the risk posed by the virus [2]. Several countries have announced that (parts of) the formal education system will not re-open this academic year [3].

The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success [4]. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning [5] as an urgent response to ensure continuity of education.

Many teachers, families, and learners have been unprepared for this sudden shift, bringing some of the hardships and issues of increased parental involvement to the surface while engaging and trying to assist their children in various levels and types of distance or distance learning (Viner, et al., 2020). The closure of schools because of the COVID-19 pandemic created a challenge for families and teachers in supporting children's remote schooling [6]. Many teachers, families, and learners have been unprepared for this sudden shift, bringing some of the hardships and issues of increased parental involvement to the surface while engaging and trying to assist their children in various levels and types of distance learning.

Incredibly, more than half a billion children [7] have been forced to become remote school learners as they shelter in their homes. The life condition of families suddenly and deeply changed and the educational role of parents for children has become even much crucial than before [8]. Children have only their parents around them, to provide support with homework when necessary and promote a positive development and new learning experiences [8]. Parents, siblings, and other family members have taken on the new role of learning facilitators, pseudoteachers, and coaches [9]. Parents have been taking care of home-schooling of their children, but also in general in the management of their children and of the home environment.

Though quarantine means that time that can be shared with loved ones has increased, it also poses a major burden on parents' shoulders, as they are called to take an educational role while also trying to live their own lives and get on with their everyday job commitments [10]. According

to UNESCO [3], this situation has significantly increased the risk of experiencing stress and negative emotions in parents, with a potentially cascading effect on children's wellbeing. The WHO [1] highlighted how the lockdown had negative consequences on psychological well-being, especially for children and parents. According to Woofter [11], the parents must take on new and unfamiliar roles and responsibilities as their children participate in distance education while at the same time doing their orientation function to their children. The closure of educational institutions due to preventive measures against the spread of COVID-19 has affected the education, well-being, and functioning of all parties involved and benefiting from educational systems in the world [1]. While the process of shifting learning to a remote learning format has already become part of many educational institutions in different parts of the world, a number of factors related to the quality of educational institutions, teachers, parents and students, in conjunction with changes to their learning, and student knowledge and skills.

This study investigated parents' perspectives on their accommodation to the rapid change to remote schooling from the point of view of sustainable education. This study is an explicit analysis of school closure impacts on parents of high school students in the province of Zambales and aims to reveal self-identified issues and struggles of parents have encountered while engaging in their children's remote learning during the COVID-19 school transitions from traditional classroom learning environments. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations and mitigate the different issues and concerns of educators and active involvement of other stakeholders are the driving force for its success.

The result of this study proved to be beneficial to following groups and individuals. Parents will come to understand further their own experiences (positive or adverse) in distance/remote learning during the COVID19 Pandemic; and the challenges faced such as accomplishing module, parental distress; and children wellbeing. Students are assured on continuous learning with appropriate care, support and guidance from their parents as home educator, also from their real teachers. Their well-being and holistic development are assured for the issues, problems and challenges of distance/remote learning can now be further be addressed. The research study enables the teachers to be more familiar and to further understand the experiences, issues, and challenges of parents of their students on distance/remote learning during the worldwide health crisis (COVID19 Pandemic). The findings of this study would enable the school administrators and curriculum development experts to further understand the experiences in distance/remote learning during the COVID19 Pandemic and challenges faced in distance/remote learning. A study on experiences and struggles of parents may yield useful data

and identify trends to inform the development of programs and policies targeting parental needs in this distance/remote learning environment during this COVID19 Pandemic. The study would provide a spring-board from which future research will be undertaken on the impact/effect to parents of the distance/remote learning as result of school closure during the Pandemic time. Future research on this topic can be undertake for validation purpose.

2. Objectives of the Study

The research study was intended to determine the experiences of parents on distance/remote learning during the COVID19 Pandemic. They are parents of students enrolled in secondary schools of Zone 3, Department of Education, Division of Zambales during the school year 2020-2021. Specifically, this study sought to answer the following questions:

1. How may the profile of the parent-respondents be described in terms of: sex; civil status; highest educational attainment; occupation/source of income; and monthly income?
2. How may the parent-respondents describe their experiences in distance/remote learning during the COVID19 Pandemic in aspects such as: Home Teacher; Care Giving Responsibility; Accomplishing Modules; Parental Distress; and Children Wellbeing?
3. Is there a significant difference on the described experiences in distance/remote learning during the COVID19 Pandemic when grouped according to profile variables?
4. What plan can be proposed in order for the parents to cope with the challenges faced in distance/remote learning during the COVID19 Pandemic?

3. Hypothesis

The hypothesis presented below was tested by this study. There is no a significant difference on the described experiences in distance/remote learning during the COVID19 Pandemic when grouped according to profile variables.

4. Methodology

This research study employed a descriptive research method with the survey questionnaire as the main research instrument. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied [12]. The respondents of the research study were parents of Grade 10 students of High Schools of Zone 3, Division of Zambales, Philippines. A

total of three hundred nine (309) parents were the respondents of the research study. The research study was conducted at secondary schools of the four (4) Districts (Cabangan District, San Felipe District, San Narciso District and San Antonio District) of Zone 3, DepEd Division of Zambales, and Philippines.

The main instrument which was used in gathering the data for the present study was a survey questionnaire. According to [13], a questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate for analysis. This resource considers the use of surveys and questionnaires in descriptive and social sciences research. The contents of the survey questionnaire were based and lifted from the questionnaires of the studies of Spinelli, et al. [14]; Janssen et al. [15]; and Dangle & Sumaoang [16]. First part of the survey checklist focused on the profile of the parent-respondents. The second part assessed the experiences in distance/remote learning during the COVID19 Pandemic (Home Teacher, Care Giving Responsibility, Accomplishing Module, Parental Distress, and Children Wellbeing). The parent answered from the scale ranging from 4 (Strongly Agree), 3 (Agree), 2 (Disagree) and 1 (Strongly Disagree). The instrument in its first draft was presented to experts from PRMSU PRMSU Graduate School for validity purpose. Their suggestions and corrections were highly considered in the revisions and finalization of the research instrument. The conduct of a pilot test is necessary for the research instrument's test of reliability.

After making the final draft of the survey questionnaire, the researchers sought the approval of the Schools Division Superintendent, Division of Zambales to administer the survey questionnaire to the parent-respondents. After securing the endorsement, the researcher personally distributed the instrument to the participants (third quarter of school year 2020-2021). The objectives of the study were explained to the participants, for them to gain better understanding of the objectives and the benefits of the research study. The respondents' answers were treated confidential. The statistical treatment of this research study utilized a descriptive statistical tools such as percentage, frequency counts and mean. The inferential statistics was ANOVA.

This research study used an Input, Process and Output Frame (IPO). The Input variables include the profile of the parent-respondents; perception and experience in remote learning during the COVID19 Pandemic (Home Teacher, Care Giving Responsibility, Accomplishing Module, Parental Distress and Children Wellbeing).

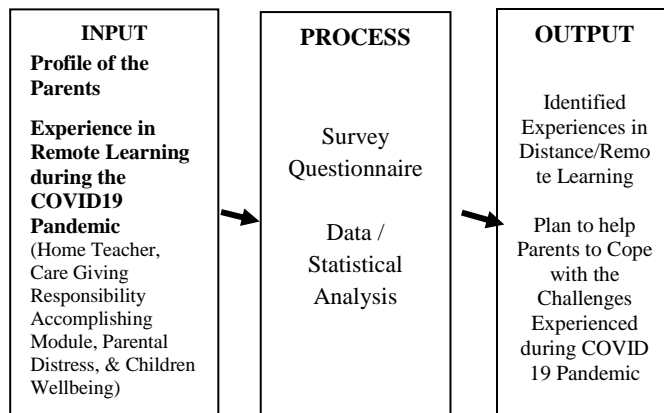


Figure 1. The Paradigm of the Study

The Process includes the data gathering through survey questionnaires. The data collected were analyzed and interpret through percentage, weighted mean and Analysis of Variance (ANOVA). Identified experiences in distance/remote learning; and a plan to help parents to cope with the challenges encountered during COVID 19 Pandemic are the expected Output of the study.

5. Results and Discussion

1. Profile of the Parent- Respondents

Table 1. Frequency and Percentage Distribution of the Parent-Respondents' Profile

Sex	Frequency	Percent
Male	109	35.28
Female	200	64.72
Total	309	100.00
Civil Status	Frequency	Percent
Single	49	15.86
Married	240	77.67
Widow/er	9	2.91
Separated	11	3.56
Total	309	100.00
Highest Educational Attainment	Frequency	Percent
Elementary	40	12.94
Secondary	189	61.17
Bachelors	71	22.98
with Masters' Units	7	2.27
Masters with Doctorate Units	1	0.32
Doctorate	1	0.32
Total	309	100.00
Occupation	Frequency	Percent
Professional	30	9.71
Entrepreneur/Business Owner	27	8.74

Worker/Laborer	65	21.04
Farmer/Fisher	68	22.01
Self-Employed	92	29.77
Others	27	8.74
Total	309	100.00
Monthly Income	Frequency	Percent
Mean = 10, 613.27		

Sex. There are 200 (64.72%) female parent respondents while 109 (35.28%) are male parents. In this study, majority are female respondents. Barrera-Osorio, et al. [17] study revealed that the household respondents were mainly women, homemaker and affirmed to be recipients of Government's Social Protection Program.

Civil Status. An overwhelming majority of the parents (240 77.67%) are married while 49 (15.86%) are single and 11 (3.56%) of them are already separated. The married parent-respondents comprises the largest population of the presents study. The Alon [18] and Philippine Institute for Development Studies (PIDS) [2019] revealed that married individuals include the largest respondents in their research.

Highest Educational Attainment. Majority of the respondents (189 or 61.17%) finished Secondary (high school) level; followed by 71 (22.98%) who earned Bachelor's degree and 40 (12.94%) who finished Elementary level. In the study of Dangle & Sumaoang [16] parent participants reached high school level. According to Reyes-Chua, et al. [19] the level of educational attainment can also be rooted to personal and socio-economic factors towards the value of education.

Occupation. Out of 309 parent-respondents, 92 (29.77%) are self-employed; 68 (22.01%) are Farmers/Fishermen, and 65 (21.04%) Workers/Laborers. The respondents in the present study are farmers and fishermen. They belong to the agricultural sector. The agricultural sector according to Philippine Institute for Development Studies (PIDS) [20] employs about 30 per cent of the population of farmers but contributes only 12 per cent of GDP.

Monthly Income. The mean was 10, 613.27 pesos. Result suggests that they belong to the so-called poverty threshold. Based from the data of National Economic and Development Authority [21], families and individuals who receive 10,000.00 pesos and below as monthly income are grouped in the so-called poverty threshold. Nowadays, the poorest Filipino families earn 6,000.00 to 10,000.00 pesos a month [22].

1. Experiences of Parent-Respondents in Distance/Remote Learning during the COVID19 Pandemic

1.1 Home Teacher

Table 2. Level of Agreement of Parent-Respondents on their Experiences as Home Teacher

Home Teacher	WM	Qualitative Rating	Rank
1. Parents role become a learning coach for their children	3.59	Strongly Agree	1.5
2. Parents is keeping their children on schedule while completing their school work	3.51	Strongly Agree	6
3. Parents see remote/distance learning as an additional burden and responsibility	3.37	Strongly Agree	7
4. Parents are the source of encouragement, modelling, and instructions.	3.54	Strongly Agree	5
5. Parents see to it that routines are being followed accordingly.	3.56	Strongly Agree	3.5
6. Parents provide their child with a conducive learning environment.	3.56	Strongly Agree	3.5
7. Parents must see to it that home is well-lighted and well-ventilated, with little or no distraction.	3.59	Strongly Agree	1.5
Overall Weighted Mean	3.53	Strongly Agree	

Table 2 presents the level of agreement of parent-respondents on their experiences as to Home Teacher. Indicator 1, Parents role become a learning coach for their children and indicator 7, Parents must see to it that home is well-lighted and well-ventilated, with little or no distraction were ranked 1.5 with weighted Mean (WM) of 3.59 and qualitative rating of strongly agree respectively. The parents strongly agreed that they have become their children's learning coach, experienced to make a part of their home a classroom conducive for learning and other activities related to accomplishing modules. Schools alone cannot address all of a child's developmental needs. The meaningful involvement of parents and support from the community are essential. The effort involved between schools and parents in reestablishing these connections is well worth it. It appears that parents have taken on the role of educators [23]. Parents are needed mostly to motivate their children to study and to check if the students are doing their homework [24]. Students thrive when their parents become part of the classroom.

Indicator 3, Parents see remote/distance learning as an additional burden and responsibility was ranked 5 (WM=3.37) with qualitative rating of strongly agree. Parents strongly agreed that there were circumstances that remote/distance learning during time of long quarantine in

pandemic time has brought them heavy loads as parents and responsibilities to bear. The commitments to children's learning as an overload for parents during the pandemic [25]. The overall weighted mean was 3.53 with qualitative rating of Strongly Agree. The parents strongly agreed on the level of agreement on their experiences as to home teacher.

1.2 Care Giving Responsibility

Table 3. Level of Agreement of Parent-Respondents on their Experiences as to Care Giving Responsibility

Care Giving Responsibility	WM	Qualitative Rating	Rank
1. Parents and children collaborate in learning activities and spend much more time together	3.52	Strongly Agree	3
2. Parents focus on balancing activities at home	3.52	Strongly Agree	3
3. Parents see how children take responsibility for their studies and stay motivated	3.48	Strongly Agree	5
4. Parents maintain constant communication during period of quarantine	3.57	Strongly Agree	1
5. Parents work with flexibility as well as the practice of division of labor	3.47	Strongly Agree	6
6. Parents cut back spending on food and reducing savings	3.27	Strongly Agree	7
7. Parents understand their own and their own child's coping style or mechanism	3.52	Strongly Agree	3
Overall Weighted Mean	3.48	Strongly Agree	

Table 3 presents the level of agreement of parent-respondents on their experiences as to Care Giving Responsibility. Indicator 4, parents maintain constant communication during period of quarantine was ranked 1 (WM=3.57) with qualitative rating of strongly agree. Parents strongly agreed that communication with children during difficult time of pandemic and quarantine is useful and indispensable, thus constantly done and maintain among members of the family. However, families make modifications of these communication pattern. The COVIC19 pandemic forced families to try to maintain work-family balance to maintain continuous communication with

members of the family/households [16]. Because of the pandemic and long period of quarantine, parents had to establish new rules at home, thus, experienced challenge in communication engagement.

Least from the rank (ranked 7) was indicator 6, parents cut back spending on food and reducing savings, with WM=3.37 and qualitative interpretation of strongly agree. Parents also experience challenges in budgeting their income and savings for spending on food. Revealed in the results of parents' monthly income, they received around 10,000 pesos which means that they are low-income earners, a very reason of their experienced financial constraints and cutting their spending in one of the basic needs of the family, food. The parents strongly agreed on the level of agreement on their experiences as to care giving responsibility. COVID-19 pandemic, parents are solely responsible for childcare and perhaps even expenses [16]. Many parents have heightened financial concerns due to losing their job. Work-family balance has become increasingly challenging. The overall weighted mean was 3.48 with qualitative rating of Strongly Agree.

1.3 Accomplishing Modules

Table 4. Level of Agreement of Parent-Respondents on their Experiences as to Accomplishing Modules

Accomplishing Module	WM	Qualitative Rating	Rank
1. Parents found that their children lack motivation and focus	3.29	Strongly Agree	5.5
2. Parents found that some modules do not have clear instructions and explanations	3.29	Strongly Agree	5.5
3. Parents found that pictures in the modules are not clear and the provided answer lines are too short	3.27	Strongly Agree	7
4. Parents do not suggest appropriate time in answering the module	3.31	Strongly Agree	4
5. Help the child/student's to be more organized with their modules and daily routines.	3.48	Strongly Agree	3
5. Help children find reference materials which can help answer the module	3.50	Strongly Agree	2
7. Parents are the ones to get and submit the printed modules from and to schools or	3.57	Strongly Agree	1

barangay halls			
Overall Weighted Mean	3.39	Strongly Agree	

Table 4 presents the level of agreement of parent-respondents on their experiences as to Accomplishing Modules. Ranked 1st was indicator 7, parents are the ones to get and submit the printed modules from and to schools or barangay halls with WM=3.57 and qualitative rating of strongly agree. Of the indicators of accomplishing modules, the parent-respondents strongly agreed that they are the ones who get the learning modules for their child/children and return those on the scheduled date of the school or their respective barangay for retrieval of modules. This system was implemented because minors are not allowed to go to school or somewhere else during quarantine as part of health protocol. Dangle & Sumaoang [16] revealed that during school closure and home education of students, parents and guardians' perform the various roles in modular learning. Parents do not have difficulties with the set schedule of the retrieval and submission of their child's/children's modules.

Least from the rank was indicator 3, parents found that pictures in the modules are not clear and the provided answer lines are too short which obtained a WM=3.27 and qualitative rating of strongly agree. The parents strongly agreed they experienced and encountered concerns on their children's modules specifically contents such as pictures which are not clear and its organization (e.g., space to put or write the answers of the pupils/students). According to Tria [4], it will be hard for students to answer the learning material. Tria [4] pointed further that students' motivation and focus will be affected. Dangle & Sumaoang [16] discussed that lack to limited school funding in the production and delivery of modules will affects the materials usability and usefulness. The overall weighted mean was 3.39 with qualitative rating of Strongly Agree. The parents strongly agreed on the level of agreement on their experiences as to accomplishing modules.

1.4 Parental Distress

Table 5. Level of Agreement of Parent-Respondents on their Experiences as to Parental Distress

Parental Distress	WM	Qualitative Rating	Rank
1. Parents hardly balance personal life, work, and raising children during quarantine	3.35	Strongly Agree	1
2. Parents see quarantines can fail their ability to be supportive caregivers of their children	3.23	Agree	5
3. Parents experience unusual sadness or	3.24	Agree	4

irritability during quarantine			
4. Single or divorced parents had to manage their children at home alone	3.32	Strongly Agree	2
5. Parents manifest or show low self-efficacy and self-worth	3.01	Agree	7
6. Parents experience delayed bedtime and/or inadequate sleep	3.27	Strongly Agree	3
7. Parents do not have enough time to guide their kids due to work and other responsibilities	3.18	Agree	6
Overall Weighted Mean	3.23	Agree	

Table 5 presents the level of agreement of parent-respondents on their experiences as to Parental Distress. Ranked 1st was 1, Indicator 1, parents hardly balance personal life, work, and raising children during quarantine which obtained a WM=3.35 with qualitative rating of strongly agree. Of the indicators of parental distress, parents strongly agreed that they experienced during the home quarantine the difficulties and challenges in balancing between being parent to children, wife to their husband, as worker/professional and as individual with own personal life. Spinelli, et al. [14] revealed that dealing with quarantine is a particularly stressful experience for parents who must balance everything about personal life, family life and children's education. Findings of the study of Spinelli, et al., [14] revealed parents feel psychological symptoms due to difficulties (e.g., finances, management of time, etc.). This situation puts parents at a higher risk of experiencing distress, potentially impairing their ability to be supportive caregivers.

Least from the rank (ranked 7) was Indicator 5, parents manifest or show low self-efficacy and self-worth, with WM=3.27 and qualitative rating of strongly agree. The parents of the present study strongly agreed that during the home quarantine and their children's home learning/distance education they experienced personal emotional problems such as low self-efficacy and self-worth. This could be attributed to additional task of parents of being home teacher. The overall weighted mean was 3.23 with qualitative rating of Agree. The parents agreed on the level of agreement on their experiences as to parental distress.

1.5 Children Wellbeing

Table 6. Level of Agreement of Parent-Respondents on their Experiences as to Children's Wellbeing

Children Wellbeing	WM	Qualitative Rating	Rank
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1. Children are constantly reminded of the importance of proper hygiene practices	3.65	Strongly Agree	1
2. Children need to be constantly reminded of their tasks and duties at home and studies	3.57	Strongly Agree	2
3. Children do have their mood swings and barely deal with simple personal problems	3.30	Strongly Agree	5
4. Children are less physically active and spend more time in front of TV and computer	3.25	Agree	6
5. Children hardly manage their time because of destruction and lack of focus	3.31	Strongly Agree	4
6. Children manifest increased burden, worry levels, fears, and pressures	3.23	Agree	7
7. The quarantine limits the opportunities for social participation, and leisure and recreation	3.43	Strongly Agree	3
Overall Weighted Mean	3.39	Strongly Agree	

Table 6 presents the level of agreement of parent-respondents on their experiences as to Children's Wellbeing. Indicator 1, children are constantly reminded of the importance of proper hygiene practices was first from the rank (WM=3.65) with qualitative rating of strongly agree. The parents of the present study strongly agreed that during the quarantines and distance and remote education of their children they prioritize the wellbeing of the members of the family. Promoting children wellbeing involves understanding of their behavior, social, physical and cognitive areas.

Indicator 6, Children manifest increased burden, worry levels, fears, and pressures was least from the tank (ranked 7, WM=3.23) with qualitative rating of strongly agree. The parents strongly agreed that they also experienced that their children shows signs of some level of worries and fears and these experiences worry/concern them too as parents. According to the results of the study of Koskela, et al. [6], parents were worried about the learning and wellbeing of their children as well as management of daily life. The overall weighted mean was 3.39 with qualitative rating of Strongly Agree. The parents strongly agreed on the level of agreement on their experiences as to children's wellbeing.

2. Analysis of Variance on the Difference in the Described Experiences in Distance/Remote Learning during the COVID19 Pandemic When Grouped According to Profile Variables

Home Teacher. Table 7 shows that the significance values for sex (0.816), civil status (0.705), highest educational attainment (0.075), occupation (0.284) and monthly income (0.599) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perceived level of agreement of parent-respondents on their experiences as to home teacher when grouped according to according to profile variables. Parents do have alike narratives as parent educators and associated activities of home schooling.

Table 7. Summary of the Difference in the Level of Agreement of Parent-Respondents on their Experiences in Distance/Remote Learning during the COVID19 Pandemic when grouped according to Profile Variables

Sources of Variations	Home Teacher		Care-Giving Responsibility		Accomplishing Modules		Parental Distress		Children's Wellbeing	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Sex	0.054	0.816	0.118	0.731	0.934	0.335	3.956	0.048	1.541	0.215
Civil Status	0.467	0.705	1.440	0.231	0.209	0.890	0.084	0.969	0.779	0.506
Highest Educational Attainment	2.023	0.075	3.272	0.007	4.128	0.001	4.716	0.000	4.860	0.000
Occupation	1.253	0.284	1.906	0.093	3.038	0.011	6.002	0.000	4.082	0.001
Monthly Income	0.734	0.599	1.906	0.093	1.221	0.299	1.752	0.123	2.587	0.026

**Significant*

Care Giving Responsibility. The significance values for highest educational attainment (0.007) were lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perception. The parents who finished either elementary, high school or tertiary levels of education have different perceived experiences on how they do their varied responsibilities as so as to give care to their children and other members of the family during the time of quarantine and distance learning.

Accomplishing Modules. The significance values for highest educational attainment (0.001) and occupation (0.011) were lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perception. The parents who finished either elementary, high school or tertiary education; and who also vary in terms of their occupation/livelihood have different perceived experiences on how they help their children in answering and accomplishing modules and other academic

needs and support during time of quarantine and distance learning. According to Dangle & Sumaoang [16], the parents who are not educationally prepared in the field of teaching encountered great number of issues and problems in the implementation of modular distance learning.

Parental Distress. The significance values for sex (0.048), highest educational attainment (0.000) and occupation (0.000) were lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perception. The female and male parents who also vary in terms of their highest educational attainment, occupation/livelihood or profession have different perceived experiences of parental distress, stresses and worries during time of quarantine and distance learning. The impact of the pandemic in family's economic aspect is also likely to add to financial burdens the would somehow contribute to parental stress.

Children Wellbeing. The significance values for highest educational attainment (0.000), occupation (0.001) and monthly income (0.026) were lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perceived level of agreement of parent-respondents on their experiences as to children's wellbeing when grouped according to highest educational attainment, occupation and monthly income. The parents who vary in terms of their highest educational attainment, occupation and monthly income have different perceived experiences on how they regard and value their children's wellbeing most especially during the time of quarantine and remote/distance education. Their reactions and ways of solving difficulties managing home and wellbeing varies in term of their income and savings

3. A Proposed Plan for Parents to Cope with the Challenges Experienced in Distance/Remote Learning during the COVID19 Pandemic

Presented in Figure 1 is the proposed plan for parents to cope with the challenges experienced in distance/remote learning during the COVID19 pandemic. The proposed plan was based from the findings of the present study specifically from the variables and indicators with the highest weighted mean. The Proposed Plan is composed of five (5) aspects such as the Key Area, Objective, Activities/Outputs, Person(s) Involved, and Time Frame. To help complete the contents of the Proposed Plan, reviews of literature and related studies were also conducted by the researcher.

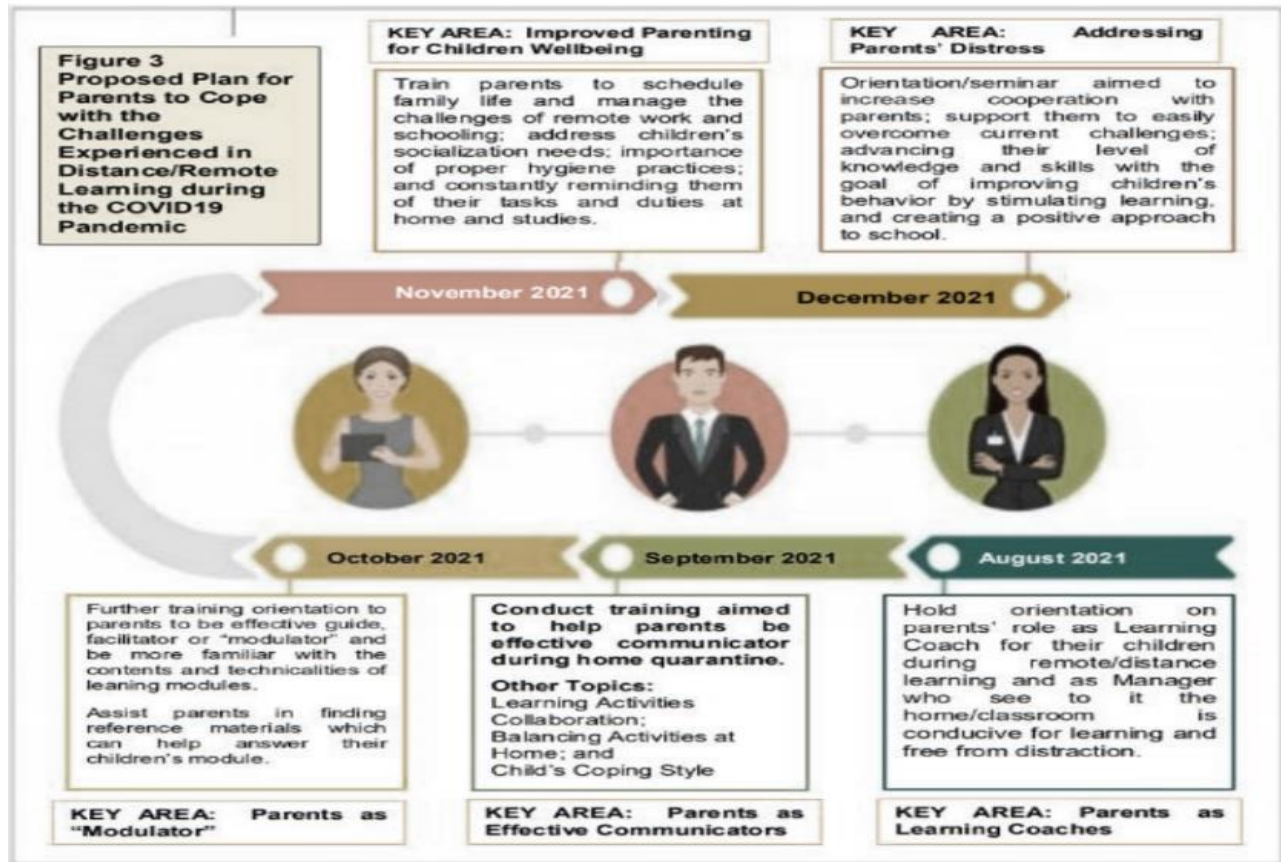


Figure 2. Proposed Plan for Parents to Cope with the Challenges Experienced in Distance/Remote Learning during COVID19 Pandemic

6. Conclusion and Future Scope

Based on the findings, the researcher concluded that:

1. The respondents are female parents, finished secondary level of education, self-employed and are low income earners.
2. The parents are home teachers during the distance/remote learning in COVID19 pandemic time.
3. There is no significant difference on the perceived level of agreement of parent-respondents on their experiences as to home teacher when grouped according to profile variables.

There is significant difference on the perceived level of agreement of parent-respondents on their experiences as to care-giving responsibility when grouped according to highest educational attainment.

There is significant difference on the perceived level of agreement of parent-respondents on their experiences as to accomplishing modules when grouped

according to highest educational attainment and occupation.

There is significant difference on the perceived level of agreement of parent-respondents on their experiences as to parental distress when grouped according to sex, highest educational attainment and occupation.

There is significant difference on the perceived level of agreement of parent-respondents on their experiences as to children's wellbeing when grouped according to highest educational attainment, occupation and monthly income.

4. A plan was proposed in order for the parents to cope with the challenges faced in distance/remote learning during the COVID19 Pandemic.

In the light of the foregoing conclusions of the study, the following recommendations were advanced:

1. Schools through teachers may extend their time in orienting/explaining parents of their important role as learning coach for their children.
2. Parents have to be more aware of the importance of having a conducive learning environment at home and its effects to their children's learning
3. Schools may provide more supplementary and reference materials to parents which can help answer the module of their learners.
4. School heads and teachers can maximize the time spent by parents going at school (to get and submit modules) by providing orientation of how they can be more efficient and can be helpful in their children's education during distance learning.
5. School counselors can help parents promote positive coping skills to balance personal life, work, and raising children; and improved family interactions and communications.
6. Schools through teachers may extend their service to parents by orienting them of proper hygiene and sanitation appropriate at home and for their children to be practiced.
7. Teachers further emphasize in their lessons the importance of being obedient and doing responsibilities/tasks as students and children at home.
8. Proposed to heads of public secondary schools the prepared Plan in order for the parents to cope with the challenges faced in distance/remote learning during the COVID19 Pandemic.
9. Future researchers may conduct a follow up study on parents' experiences as to how they cope, counter and provide solutions on the negative effects of on children's education during pandemic.
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