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Research Article

Parents' Perception on Printed Modular Distance Learning in Canarem Elementary School: Basis for Proposed Action Plan

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ABSTRACT

This was a descriptive study which determined and analyzed the perceptions of parents on the printed modular distance learning in an elementary school. There were 50 parent respondents selected via convenience sampling. Parents' perceptions were along the manner of distributing modules, retrieval of modules, time allotment for learning activities, the learning activities in the module, assessment and observance of safety and health protocols in the distribution and retrieval of modules. Questionnaires were distributed to the parents through the Purok Leaders who were responsible in the distribution and retrieval of the learning modules. Weighted mean was used to analyze the responses of the parents in the questionnaires. Finding revealed that parents mostly agreed to the strategies in the distributing modules, retrieval of modules, time allotment for learning activities, the learning activities in the module, assessment and highly agreed to the observance of safety and health protocols in the distribution and retrieval of modules. However, parents claimed that time allotment in the completion of learning activities was insufficient since the activities were so many. In addition, some parents claimed that they could not understand some topics in the module so they could not help their children in answering the learning activities. The research then recommended for a review of the learning activities and conduct seminar for parents to guide them in assisting their children during their "classes" at home. An action plan was developed to improve the implementation of the modular learning in the new normal.

Keywords: Distribution, New Normal, Printed Module, Parents' Perception, Retrieval

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Introduction

Parents are vital partners in educating learners. This is especially true today since face to face classes are not allowed amid the COVID-19 pandemic. For learners without resources to attend on-line classes, they are provided with learning modules which they will use to continue in school for this School Year 2020-2021.

DepEd Secretary Leonor Briones and the education ministers from Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Timor-Leste, Thailand, and Vietnam, shared their education frameworks and innovations to frame the new normal in education and laid out their preparations for the opening of classes within their respective countries. Like the Philippines, other Southeast Asian countries have also adopted modular systems to deliver education while prioritizing the safety of the learners (DepED, 2020).

To make learning possible for their children, parents preferred printed modules as the mode of learning delivery. This was based from the results generated from the Learner Enrollment and Survey Form (LESF) conducted by most public elementary schools such as in the school where the researcher is assigned as principal. In a modular learning delivery, parents or elderly siblings will be actively involved in their children's learning and will act as facilitators. They will guide and support the learning process of the children at home. They will help in accomplishing given home learning tasks in the learning modules.

The flow of teaching and learning process, adjusted class schedule and the parameter of their participation as learning facilitator were explained to them during the parents' orientation. Nonetheless, they were assured that they will be given technical assistance through group chat in messenger, mobile text and phone call to monitor the progress of the pupils and address the issues and concerns during the implementation.

Parental involvement is a critical factor to ensure quality education be given to school children in their most secured and safe environment- their own homes. Several studies indicate that there is increased academic achievement with learners that have engaging and supportive parents. Is it evident that

parental involvement is most effective when viewed as a partnership between educators and parents which will result to a better understanding on the effective parental involvement practices in promoting learner's achievement.

Along this context, the researcher decided to conduct a study that will determine parents' perception about the printed modular distance learning modality. Since this is the first time that modular learning is being implemented, research is relevant so that findings will lead to improvement in the implementation of this kind of learning. Nobody knows when this non-face- to- face class will be lifted so it would be best to strengthen modular learning. The moment that face to face classes will be allowed; modular learning will still be used in situations when pupils cannot report to school for valid reasons. In these cases, they can opt for the modular learning delivery mode.

This study then aimed to consider the insights, opinions and perspectives of parents about printed modular distance learning modality. The findings were the basis for the development of an action plan to strengthen the role of parental support as partners in the continuous learning of children in situations when face to face classes with teachers are not possible.

Literature Review

Parents and teachers share a responsibility to help their children learn and meet educational goals. Parent engagement happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and at school. In this way, they make a commitment. Parents commit to prioritizing their child's educational goals, and teachers commit to listening and providing a space for collaboration with parents. Encouraging parent engagement is more than common courtesy. It is one of the best ways to create a positive learning environment for every student.

Parental involvement is associated with various benefits for students of all ages. According to Delgado (2017), the best indicator of a student's success is the extent to which families are involved in their education. Feeling their parents' support, students become more motivated and develop a love of learning.

Participation of parents in the educational process means that teachers and parents share the responsibility to teach students and work together to achieve educational goals.

The importance of parental involvement in the education of their children were affirmed in various empirical studies. Research from the National Coalition for Parent Involvement in Education shares that “no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school” (Brooks, 2019).

Moreover, White (2018) reported the results of two researches which showed the positive effects of parental involvement in school of their children. One study found that parental involvement helps give children attention and praise which, in turn, helps them recognize their education is worthy of adult interest. As children tend to model adult behaviors, when parents are actively involved with their schooling, children will learn the importance of education and try to emulate those behaviors from their parents. Another study was conducted by the National Education Association which showed that family engagement in school improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Furthermore, a study was conducted by Lara and Saracosti (2019) which analyzed the associations between parental involvement in school and children's academic achievement. Cluster analysis results from a sample of 498 parents or guardians whose children attended second and third grades in 16 public elementary schools in Chile suggested the existence of three different profiles of parental involvement (high, medium, and low) considering different forms of parental involvement (at home, at school and through the invitations made by the children, the teachers, and the school). Results showed that there are differences in children's academic achievement between the parental involvement profiles, indicating children

whose parents have a low involvement have lower academic achievement.

Similarly, Topor, et. al., (2010) carried out a study which looked into the effect of parental involvement in their children's academic performance. The study used a sample of 158 seven-year old participants, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance.

The studies cited above had similar findings on the effect of parental involvement to the education of their children. It is thus important that the partnership of the parents with the school through the school heads and teachers, be nurtured and strengthened for the benefit of the learners.

There are theories, principles and concepts which are worthwhile to consider in encouraging parents to actively involve themselves in the education of their children. According to Larson (2019), schools have made great strides in increasing the frequency of communication with families, taking advantage of digital tools to give parents more visibility into their child's day. However, as the challenges listed above indicate, the proliferation of tools has now fragmented communications to the point of leaving parents overwhelmed and unsure what to do with the information they receive. Parents appreciate the school's effort to communicate, but if they can't act on the information and the school isn't sure if it was even received, nobody achieves the desired results.

With this in mind, the next level of innovation is required: rather than concentrating simply on parent-teacher communication, there is a need to instead design ways to improve the whole-school focus on communications, simplifying the process for all stakehold-

ers and promoting consistency in communication between educators and families. This includes giving teachers fewer tools to manage, reducing the number of places parents need to look for information, and making information more clearly actionable. By ensuring parents have an easier time receiving communications from the school, it will help school leaders gain buy-in for goals and initiatives, help teachers foster the parent engagement desired in the classroom, and help students get the support they need from their families.

Teachers should focus on building relationships with parents to establish trust and foster those relationships throughout the year. Schools should also ensure that parents have opportunities to build rapport with their child's support network, which can include a whole team of people, including learning specialists. School should share accountability with parents. All faculty members are expected to participate in the school's communications efforts.

By providing clear guidance on this expectation, along with the proper tools and protocols to make it actionable, leaders can make it a reality. Administrators should also lead by example, demonstrating that they are equally accountable for executing the plan. Parents must also invite parents to be partners. If educators do not already know the school's parent body, they should be sure to reach out and learn more about them. Teachers should invite parents to share information about their child's strengths and weaknesses, what type of support system they have at home, and whether anything going on in the child's life may impact classroom behavior. Information like this can be essential in equipping teachers to meet students' needs. Design opportunities where parents can opt in (or out) of certain information or updates that are relevant, or irrelevant, to their child.

Hoover-Dempsey and Sandler in 1995, provided a theoretical definition for researching parental involvement. Their theoretical model defines parental involvement according to three main points: (1) why parents become involved in their children's education, (2) how parents choose specific types of involvement, and (3) why parental involvement has a positive influence on students' educational outcomes. This theoretical framework "promises

to be more than a typology for parental involvement, because it not only deals with specific types of parental involvement, but more importantly, it attempts to explain why parents choose to be involved, and what the mechanisms are through which parental involvement exerts positive influence on students' educational outcomes" (Alghazo, 2015).

There are important obstacles that constrain parents' ability to become actively involved in their children's education include teachers' attitudes and family resources. These obstacles, however, can be overcome by schools and through teacher training. Teacher attitudes may be one obstacle to parental involvement. For example, teacher beliefs about the impact of their efforts to involve parents in students' learning predict their efforts to encourage family involvement. In a study by Epstein and Dauber, they found that as compared to middle school teachers, elementary school teachers more strongly believed that parental involvement is important for students and provide more opportunities and help for parents to be involved in their children's education. Low levels of parental involvement at some schools may be the result of the staff's perceptions of parents or the degree to which they feel parental involvement is important for their students (Education State University, 2019).

In the Philippines, parenting is important because family is viewed as a center to one's social world. But, social contexts in which Filipino families are embedded have changed rapidly over the past ten years (Ochoa & Torre, n.d.). Children's learning is increasingly moving toward a broader vision of the 21st century learning. As children's educations increasingly occur across a range of settings, parents are uniquely positioned to help ensure that these settings best support their children's specific learning needs. Thus, parental involvement researches remain misrepresentative of parents and the involvement that they have with their children's education.

In the "new normal" in education due to the changes brought about by the COVID-19 crisis, the Department of Education (DepEd) underscores the important role of parents and guardians in making sure that the learning of their children will continue amid expected

disruptions. DepED came up with a Learning Continuity Plan (LCP) as a response to changes in the basic education sector amid the public health emergency. DepEd is also scheduled to submit its recommendations to the Inter-Agency Task Force (IATF) on school opening and other related matters. The DepED Undersecretary Sevilla said that the cooperation and support coming from parents will be very important as the entire basic education system braces for the so-called "new normal" (Hernando-Malipot, 2020).

Conceptual framework

This study described the parents' perceptions on the use of printed modules as learning delivery modality in the execution of teaching-learning process this SY 2020-2021 at Canarem Elementary School, Victoria East District.

The conceptual framework of the study is presented below. This was the flow of work to yield answers to the research questions.

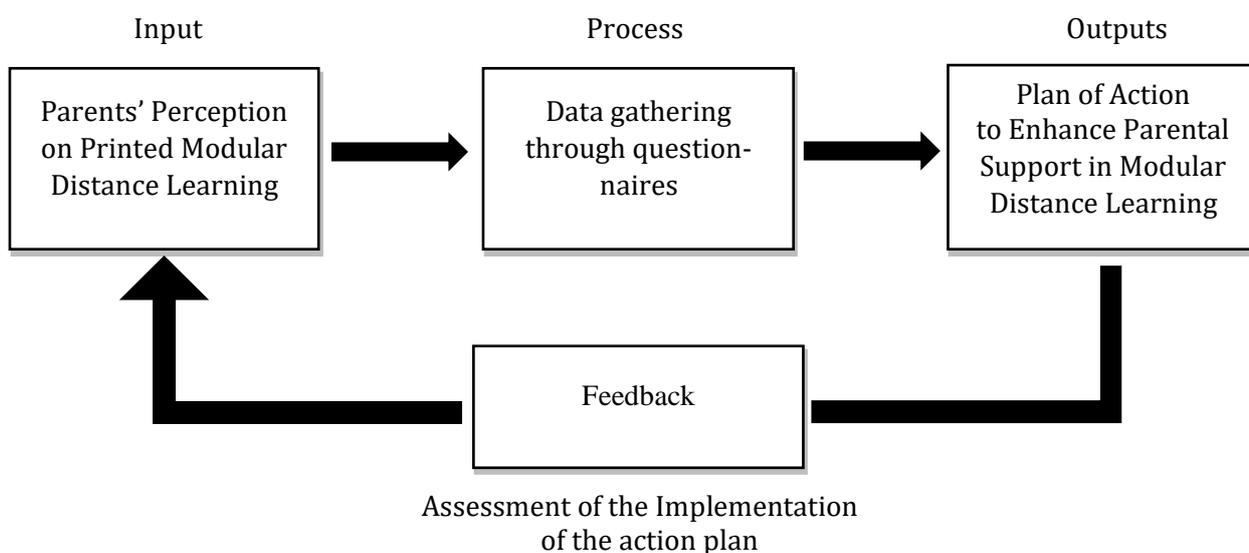


Figure 1. Paradigm of the study

This study was undertaken to determine the parents' perception on the printed modular distance learning modality and eventually provide interventions and support system for parental roles and responsibilities through an action plan proposed in this study.

Research questions

This study determined parents' perception on modular distance learning modality. Findings served as bases for proposed action plan that will enhance parental support program at Canarem Elementary School, Victoria East District. Specifically, the research answered the following questions:

1. What are the parents' perception on printed modular distance learning?
 - 1.1 Distribution of Modules
 - 1.2 Retrieval of Modules
 - 1.3 Time Allotment
 - 1.4 Learning Activities/ Assessment
 - 1.5 Safety and Health Protocols

2. What action plan can be proposed to enhance parental support in the printed modular distance learning?

Significance of the study

The main focus of the study is to describe parents' perception about printed modular distance learning modality. Findings were the bases for an action plan. The results provided insights and information beneficial to the following:

To the officials of the Education Department, this study will help the DepEd design new seminars and trainings on the

improvement of role of parents in the modular distance learning modality;

To the researcher being a school head, the findings will be significant inputs for future planning and implementation.

To the school heads, this will also be a basis on the learning style of learners in their respective stations. The results of the study will also enlighten them to encourage parents to undergo Alternative Learning System as an alternative way of improving their learnings and skills as instructional support;

To the teachers, this study will help them to be more aware on the learning style of learners and the instructional capabilities of parents. Further, the effective teaching strategies derived from this study will give more opportunities to teachers to explore and teach based on the learning styles of the learners;

To the parents, the study will help them realize their role as vital partners of the school in developing the potentials of their children.

To the learners, the action plan will help their teachers enhance their instruction and thus will make them better individuals.

To other researchers, this study will serve as additional reference will give them ideas and insights that may be helpful in their research study.

Scope and limitations

This study is further delimited in describing parents' perception on printed modular distance learning as basis for an action plan towards parental support program. It was limited to the responses of parents during the First Quarter period of School Year 2020-2021 who have children enrolled at Canarem Elementary School, Victoria East District. The study is further delimited to fifty (50) parents of pupils and the researcher used the convenience sampling.

Methodology

This study employed a quantitative research design. Quantitative research design is aimed at discovering how many people think, act or feel in a specific way. The standard format in quantitative research design is for each respondent to be asked the same questions, which ensures that the entire data sample can

be analyzed fairly. The type of research and the methods are discussed below.

Type of Research

The study utilized the descriptive research design. This provided an accurate and valid presentation of the factors or variables that pertain relevant to research questions. The study described the perceptions of parents in printed modular distance learning. It portrays the respondents' perception of the individual respondent into a group. The descriptive method is then appropriate for this research since this method is used for gathering current conditions.

Respondents

The respondents of this research were fifty (50) parents of pupils who are enrolled in Canarem Elementary School, Victoria East District for School Year 2020-2021.

Sampling Method

In this study, the researcher used convenience sampling for the parents of pupils enrolled in Canarem Elementary School, Victoria East District for School Year 2020-2021. The fifty (50) parents were taken as the respondents of this study. These are the parents who were willing to participate in this study.

Instruments

The main type of research instrument employed in this study is an adapted questionnaire. The questionnaire elicited parent's perception on printed modular distance learning on the distribution of modules, retrieval of modules, time allotment, learning activities, assessment and safety and health protocols. It is composed of twenty-five (25) statements wherein the six (5) sub-variables have five (5) items each. This part was scored through a five-point Likert Scale depending on the frequency the respondents described in each item.

Data Collection Procedure

A letter of permission to conduct research was sought from the office of the Schools Division Superintendent. After the approval, the researcher communicated personally to parents

during the distribution of the modules to discuss the content of the questionnaire. The researcher also sought consent and approval from the parents for their participation in the research. Informed consent was secured to explain to parents what the goal of the research was and the extent of their participation. Then, the researcher distributed the questionnaire to the parents of the pupils of Canaren Elementary School during the distribution and retrieval of the modules by the Purok Leaders. The gathered data were recorded, organized, analyzed and interpreted accordingly.

Ethical Consideration

The ethical standards were observed in the light of the study. The researcher made sure the confidentiality of the data and never forced a participant to answer questions which they think must be kept with privacy. Studies of other researchers were appended and recognized as a rule of the thumb. In order to gain the trust of the respondents, the researcher assures them of the confidentiality of their responses. However, the respondents can access their own data if desired to do so. Consent forms were sent to the respondents when before they answered the survey forms.

Data Analysis

Time table/gantt chart

Table 1. Time Table/ gantt chart

Activities <i>Shade the corresponding month per activity.</i> <i>Add rows if necessary</i>	Month 1(Oct. 2020)	Month 2 (Nov. 2020)	Month 3 (Dec. 2020)	Month 4 (Jan. 2021)	Month 5 (Feb. 2021)	Month 6 (Mar. 2021)
1. Preparation and securing of letters for different persons.						
2. Data gathering						
3. Data Retrieval						
4. Discussion and Interpretation of the Results, Making Conclusions and Writing the Final Manuscript						
5. Propose an action plan						
6. Implementation of the plan						

Cost estimate

In this study, statistics was used to treat the collected data for objective examination and analysis. Data were tallied and entered into a master list of the data collection sheet (Calmorin, 2010).

The data on parent’s perception on printed modular distance learning were analyzed using the weighted mean.

The formula according to Altares (2004) is:

$$WM = \frac{TWf}{N}$$

Where:

WM: weighted mean

TWf: total weighted frequency; sum of weighted frequency

N: total number of respondents

The parents’ perception on printed modular distance learning has the following interpretation:

Numerical Equivalent	Range	Descriptive Rating
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Neutral
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Table 2. Cost Estimate

Activities	Particulars	Amount
A. Conceptualization of the Research Proposal		
1. Supply Materials	Bond Papers, Inks	500.00
B. Implementation of the Research Proposal		
1. Supply and Materials	Bond Papers, Pencils, Folders, Pens	500.00
2. Data Gathering	Mobile Data Expenses	500.00
3. Reproduction of the Final Copy of the Research Paper	Printing, Folders	2,500.00
Total		4,000.00

Plan for Dissemination and Utilization

The results of this study served as the basis for a proposed action plan to assist the parents and pupils in Printed Modular Distance Learning. Likewise, copies of this research will be given to the concerned officials, school head and teachers of the participants for them to have valuable information regarding the perceptions of parents in Printed Modular Distance Learning so as to plan for solutions to address the issues and concerns of the learners.

The researcher will present the findings to SLAC, INSET, research conference or seminars. It will also be submitted for panel/peer review evaluation, for purpose of presentation in a conference and publication in journals both local and international.

Results and discussions

The responses of the parents from the questionnaires were tabulated and analyzed using statistics and interpreted.

1. Parents' Perceptions on the Printed Modular Distance Learning

Parents' perception on the printed modular learning comprised distribution of modules, retrieval of modules, time allotment, learning activities, assessment and safety and health protocols.

1.1. Perceptions on the Distribution of Modules

The printed modules are distributed to the pupils through the Purok Parent Leaders who were designated or appointed by the Barangay Chairman and School Head to serve as leaders in the community who will coordinate announcements from the school to the community and vice versa. The school head decided not to allow pupils and parents to get modules from the school to avoid crowding and prevent COVID-19 spread.

Table 3. Parents' Perceptions on the Distribution of Learning Modules

Indicators	Weighted Mean	Verbal Description
The schedule of Learning module distribution suited your available time.	4.48	Agree
The Distribution of modules was well organized.	4.46	Agree
The teacher orientation on the use of module during the distribution was clear.	4.46	Agree
The teacher provided us with schedule on when to answer the modules and when to submit.	4.36	Agree
The teacher provided us with options on how to contact him or her when we have questions about the modules.	3.62	Agree
Grand Mean	4.30	Agree

Data in Table shows that parents agreed that learning modules distribution was carried out generally well as they have agreed on all the indicators provided. The highest mean was 4.48 on the scheduling of the learning module distribution. Parents claimed that the schedule of distribution was not a problem since their Purok Parent Leaders were the ones who brought the learning modules to their homes.

Time was not a problem because they only had to wait for the learning modules from their school through the Purok Parent Leaders. Likewise, parents agreed that the distribution was well organized. This gained a mean of 4.46 also. According to the parents the school had implemented the protocol of the Inter-Agency Task Force on the management of COVID-19 such as following social distancing, wearing of masks and face shields, taking temperatures and spraying of alcohol to avoid spread of the virus. Some parents who went there for clarifications had to go through the protocol before they can enter the school premises.

The lowest mean was 3.62 on whether the teacher provided parents with options on how to contact them when they have questions about the modules. Teachers provided their mobile phone numbers to the parents so they can easily be reached if parents needed some assistance in guiding their children at home. However, some parents interviewed expressed

their difficulty in loading their cellular phone to contact teachers. This is a reason why this got the lowest mean among the indicators for the distribution of modules.

The grand mean computed was 4.36 which indicates a general agreement of the system and strategies that the school had carried out for the distribution of learning modules. Findings imply that in times like the pandemic, learning could still be possible. It is difficult on the part of the teachers because of the work they had to put for module preparation and distribution but anything for the sake of learning would be worth if for teachers. This is the reason why the senators of the Republic of the Philippines took time to recognize the efforts of teachers. A senator in fact stated, "teachers who strive hard to walk long distances just to teach and find internet signal for their online classes deserve the respect and honor due them" (Torregoza, 2020).

1.2. Perceptions on the Retrieval of Modules Retrieval

Parents were also asked to comment on the retrieval of the learning modules. To avoid crowding in school, purok parent leaders were the ones who gathered the learning modules from the homes of the pupils and brought them to the school designated places. Data are shown in Table 4.

Table 4. Parents' Perceptions on the Retrieval of Learning Modules

Indicators	Weighted Mean	Verbal Description
There are available boxes in the school where to submit the modules.	4.46	Agree
The schedule for retrieval is suited to the availability of the parents.	4.42	Agree
In case the parents could not submit the modules, we were told to just seek the help of the barangay officers.	4.42	Agree
The retrieval of the modules is organized.	4.38	Agree
The time to retrieve modules is reasonable.	2.48	Disagree
Grand Mean	4.03	Agree

Based on the data in Table 4, parents generally agreed that retrieval of the modules went on generally well, as the parents' responses were mostly equivalent to a verbal description

of "agree," except for the time schedule of retrieval which gained the lowest mean of 2.48, "disagree." According the some of the parents interviewed, their children needed more time

to answer the modules and accomplish the activities indicated. There was no problem with the designated places to put back the modules (4.46, agree) and the schedule of the retrieval (4.42, agree) but the length of time to return the modules was so short according to some parents. In fact, this was one of the challenges noted by the school head when she directed teachers to report the difficulties in modular distribution and retrieval.

The grand mean computed was 4.03, which is equivalent to a verbal description of "agree." This implies that the system of retrieval of learning modules was generally acceptable to parents except that they were asking for time extension for their children in finishing all the activities. Parent find the activities too many especially that they had several subjects to accomplish. Findings of the study were consistent

with what Adonis (2020) reported that after interviewing a parent on how she is doing in guiding her child this new normal. According to the report, the parent said, "I can clearly see that my daughter is sincere in her studies. But the requirements really are too much even for her." This report of Adonis (2020) shows that the comment of the parents in the school where the present study was conducted was common in most schools in the Philippines amid the new normal.

1.3. Parents' Perceptions on Time Allotment of Activities

Aside from the distribution and retrieval of the learning modules, parents' perceptions on the time allotment to accomplish activities in the modules was also determined.

Table 5. Parents' Perceptions on the Time Allotment of Activities

Indicators	Weighted Mean	Verbal Description
The time to accomplish the modules is flexible.	4.34	Agree
The child has a lot of time to read and answer the tasks.	4.12	Agree
The teacher provided us with tips on how to use time to answer the modules wisely.	4.1	Agree
Time allotment to accomplish the learning modules for each subject is adequate.	2.30	Disagree
The child is able to cope with the subjects within the time given.	2.30	Disagree
Grand Mean	3.43	Neither agree nor disagree

Consistent with the results in Table 5, the parents had expressed that time allotment to finish activities in the module was not enough because they claimed activities were so many in a short period of time. Although they agreed that time for reading was adequate (4.34, agree), the problem was on the voluminous activities to answer. This is the reason why parents disagreed that time allotment to accomplish the learning modules for each subject was adequate (2.30, disagree) and children were able to cope with the subjects within the time given (2.30, disagree).

The grand mean computed was 3.43, equivalent to a verbal description of "neither agree nor disagree or neutral. This was because

parents had low response to the time allotment for the accomplishment of the activities in the learning modules. Parents thought the activities were too many to accomplish in the given span of time. Findings are consistent with the report of Mateo (2020) that there will be challenges in the implementation of the new normal in education because this is the first time nationwide that flexible learning is being implemented.

1.4. Parents' Perceptions on Learning Activities/Assessment

Assessment of learning in the new normal using the flexible learning approach was also determined based on the parents' perceptions. Data are shown on Table 6.

Table 6. Parents' Perceptions on the Learning Activities/Assessment

Indicators	Weighted Mean	Verbal Description
The activities are enough to allow learners to acquire the expected competencies.	4.34	Agree
The activities are child friendly or are suited to the children.	4.28	Agree
The Learning activities are localized.	4.2	Agree
The learning activities are realistic.	4.2	Agree
The activities in the learning modules are enjoyable.	2.7	Neither Agree nor Disagree/Neutral
Grand Mean	3.94	Agree

Based on the data presented in Table 4, parents agreed that activities are enough to allow learners to acquire the expected competencies (4.34, agree). In fact, parents claimed that activities were more than enough and overwhelming. They were even asking for extensions on the deadline of submission. Parents also agreed that learning activities were child-friendly (4.28) and these were localized and realistic.

However, parents neither agreed or disagreed on whether the learning activities were enjoyable. This got a mean of 2.70. This is attributed to their earlier claim that the learning activities were so many to accomplish in the given time for them to finish. In addition, some parents interviewed claimed that some could not understand other lessons in the module so they could not help their children in answering the learning activities. Most parents only finished elementary education so they had limited knowledge.

The grand mean was 3.94, which means that parents generally agreed that assessment was carried out well, except for the time allotment to accomplish the learning activities. Findings imply the need for teachers to revisit the learning modules and adjust learning activities that are reasonable for a given period of time. As Murray (2011) stated, one of the great advantages to working in a self-directed learning is that students can complete exercises during the course. But teachers must make sure to have someone review the learning exercises in order to assess well the learning acquisition of the students.

1.5. Parents' Perceptions on Safety and Health Protocols

The perceptions of the parents on safety and health protocols being implemented in the school, in the delivery and retrieval of learning modules were also determined. Data are shown in Table 7.

Table 7. Parents' Perceptions on the Safety and Health Protocols

Indicators	Weighted Mean	Verbal Description
School is clean and well-maintained.	4.82	Highly Agree
School has safety equipment like handwashing area, foot press alcohol dispenser, thermal scanner and disinfecting mat.	4.8	Highly Agree
School has printed arrows use to observe physical distancing.	4.78	Highly Agree
School has assigned Purok Parent Leaders per grade level to get the modules maintain minimal number of parents inside the school.	4.7	Highly Agree
Teachers and Parents wear face mask and face shield while inside the school premises	4.62	Highly Agree
Grand Mean	4.74	Highly Agree

Based on the data reflected in Table 5, parents highly agreed that safety and health protocols were implemented in the school and in the delivery and retrieval of learning modules. All means computed were equivalent to "highly agree"- the highest is 4.82 and the lowest is 4.62. School was always clean and well-maintained (4.82) and hygiene and sanitation were always observed. Masks and face shields were used by school head, teachers, purok leaders.

Grand mean computed was 4.74, which indicates high agreement of parents to the implementation of safety and health protocols in the school and in the community. Findings imply the assurance and confidence of control of spread of COVID-19 in the community because of the strict observance of health protocols set by the IATF and the school authorities.

2. Action Plan to Improve the Implementation of the Printed Modular Learning in the New Normal

The implementation of the printed modular learning was perceived by parents to be generally well, except for two challenges extracted from the responses of the parents on the questionnaire. These were on the (1) many learning activities to accomplish in the module in a short period of time and (2) inadequacy of some parents to help explain the topic to their children so they could not answer some questions in the learning activities. The action plan therefore developed in this study will provide strategies to address these two challenges.

Table 8. Action plan to improve the implementation of the printed modular learning in the new normal

Objectives	Strategies	Resources and Timeline	Means of Verification
To develop learning activities that are not too many nor too few for a given span of time.	<ul style="list-style-type: none"> • Rule of Five Strategy for Multiple choice items. - give only five questions to answer per learning concept. • Simple art work - If teachers want an art-work as a learning activity, they have to give only one per learning concept. <p>Teachers must meet during the development of learning modules so that they do not require students to do art activities at the same time for all subjects.</p>	<p>Before the start of school year</p> <p>Learning modules</p> <p>Learning activities</p>	<p>Learning Module</p> <p>Meeting attendance</p>
To assist parents on how to guide their children in learning using the modules.	<ul style="list-style-type: none"> • Two- Day Seminar for Parents every quarter. - school head and teachers can conduct two -day seminar in a month to orient parents about the learning modules. 	<p>Before the start of each quarter.</p> <p>Venue will be in the school</p>	<p>Program</p> <p>Attendance</p> <p>Documentation</p>

	The seminar for parents will be simultaneous for all the grade levels.	100 pesos per parent will be allotted per day for the meals.	
	Teachers will explain parts of the modules to the parents so they can assist or guide their children at home.	School head may use donations from LGUs.	
To have better teacher-parent and community partnership for the delivery of teaching among the pupils.	Purok leaders may also be tapped to help in guiding pupils in learning using the module.	All throughout the school year.	Documentation

Conclusions

1. Parents perceived that that the modular distance learning was generally implemented well except for the learning activities which they claimed were too many to complete in a given time period.
2. Likewise, some parents claimed they could guide their children in answering the learning activities because they could not understand some topics or lessons.

Recommendations

1. School head must meet teachers during the module development so they can determine what learning activities to include in the module on a particular day. School head may remind teachers not to give too many learning activities especially for the pupils in the lower grades.
2. Parents should be oriented about the lessons in the modules so they will be able to guide their children in accomplishing the learning activities. The orientation of parents must be scheduled for two days to cover all lessons for the entire quarter. Teachers will hold the orientation simultaneously by grade level.

Implications of the Study to Teaching in the New Normal

Teaching in the new normal is indeed challenging. For teachers, preparation of the modules for distribution to pupils' residences was a sacrifice as they have spent sleepless nights

printing and putting together all the learning materials. On the other hand, parents also had their difficulties because they did not have adequate education that could have given them knowledge which they could use in guiding their children in accomplishing their learning modules.

However, these difficulties have to be taken as opportunities to learn. Teachers must be ready and flexible in the delivery of teaching because nobody knows when this pandemic will end and when face to face classes will be restored. Teachers should live up to their noble job of teaching and developing the mind and values of young people no matter what the circumstances are. Young people are the future leaders; thus, they need to be equipped and prepared for huge responsibilities to come.

For the parents, they need to realize that parenting is not only in providing material needs of their children but also in helping them develop mentally, socially, emotionally and spiritually. This means that they really need to be directly involved in the education of their children. They need to fully cooperate with school efforts for the welfare of their children.

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