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Research Article

Parents' Coping Mechanism in Conquering Challenges towards Distribution and Retrieval of Modules

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ABSTRACT

This research determined the challenges encountered by the parents from three schools in Palawan, Philippines, and their applied coping mechanisms concerning modular distance learning. The inquiry employed a mixed-method research design with 100 randomly sampled participants for the quantitative part and 12 purposively chosen participants for the qualitative component. Results revealed that the main challenge encountered by parents in distributing and retrieving modules is having no time to teach children at home. Nonetheless, the parents could cope with their challenges in supporting their child's education. The result aims to promote awareness to the concerned parents on how they are going to manage challenges when it comes to the distribution and retrieval of modules, to have a positive outlook and mindset, to contribute to the smooth flow with regards to the distribution and retrieval of modules for the next school year.

Keywords: challenges encountered, coping mechanisms, distribution and retrieval of modules, modular learning, parental involvement

Introduction

Every school has different challenges in distributing and retrieving self-learning modules. Perhaps it is a problem all over the Philippines. Among the challenges are the distribution and retrieval of modules (Agayon et al., 2022; Bacomio et al., 2022; Bonilla et al., 2022; Hamora et al., 2022). Teachers encountered difficulties

in distributing and retrieving modules in modular distance learning modalities. Most teachers are suffering from printing the modules weekly to meet the schedule in distributing the modules. Aside from that, teachers are expending their own money to reproduce modules for their pupils.

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In some cases, teachers must travel to students' homes to distribute and collect their modules, especially if they live far away from school. Some students do not have parents who can assist them in studying their lessons at home, whereas some parents respond to their children's self-learning modules (SLMs). Integrating SLMs with alternative learning delivery modalities will assist the department in ensuring that all learners have access to quality primary education this school year, despite the fact that face-to-face classes are still prohibited due to public health concerns. Still, SLMs may also impact learners' interests and academic success (Bacomo et al., 2022). Teachers monitor the learners' progress (Dangle & Sumaoang, 2020). The learners can message their teachers via text messaging, Facebook messenger, e-mail, or phone call. If at all practicable, the teacher will make home visits to students who require help or remediation. Learners do better with their modules when someone is there to assist them (Pentang, 2021a).

The parents, teachers, and learners—even the entire community—are put to the test with modular instruction. Other difficulties include the cost of module duplication and packing, the necessity for para-teachers or community learning facilitators, and the distribution of teaching-learning packets from the teacher to the students. The use of modules encourages independent learning. The use of modules in the classroom has the benefit of helping students improve their ability to learn on their own. The principles outlined in the curriculum are actively studied by the students. Learners become responsible for their learning. The students progress alone with minimal supervision (Nardo, 2017). Other than its benefits, modular instruction consists of improved independence and self-paced learning. The drawback is that students must exercise discipline and enthusiasm. There is more preparation time and no tangible rewards for teachers and staff. More excellent administrative resources are necessary to follow students and administer many modules.

The central intent of this paper is to identify the challenges the parents/guardians encountered in the distribution and retrieval of self-

learning modules. Also, this study aims to ascertain the coping mechanisms applied by the parents to the challenges they faced during the distribution and return of self-learning modules.

Related Literature

When coronavirus disease 2019 (COVID-19) strikes the Philippines, modular distance learning arises for continuity (Agayon et al., 2022; Bacomo et al., 2022; Bonilla et al., 2022; Hamora et al., 2022). Since parents prefer this type of distant learning, school systems use printed and electronic modules (Bernardo, 2020). In situations when face-to-face instruction is still not permitted, merging self-learning modules (SLMs) with innovative educational delivery modalities will guarantee that all students have access to high-quality education (Meniano, 2020). Additionally, this takes into account students in rural areas who lack access to the internet for online learning (Hamora et al., 2022). Then, teachers must gain parental support and collaborate with them to assist children in studying their modules (Agayon et al., 2022).

There are many challenges in distributing and retrieving modules met by teachers (Agayon et al., 2022) and parents/guardians (Bonilla et al., 2022). The distribution and retrieval of learning modules have been appropriately discussed with parents so that they know what to do if they are ready in school to get or return their children's learning modules. As quality learning can happen at any time anywhere, lessons will be offered outside of the face-to-face setting (Magsambol, 2020; Pentang, 2021b). Only 50 percent of the parents picked up the self-learning modules within the scheduled distribution period (Luczon, 2020). Teachers communicate with them, but still, there is no answer.

To ensure learning continuity, teachers conduct home visitation to know why some parents/guardians did not get the self-learning modules and assist learners, especially those in need. Teachers' lack of funds may be one obstacle in the distribution of modules. Castroverde and Acala (2021) said that the main challenges that emerged were the absence of financial

resources in the production and distribution of modules, learners' struggle with self-studying, and parents' lack of knowledge to guide their child/children at home academically. Hence, teachers cannot print modules if they have an insufficient supply of bond papers, inks, and printers due to a lack of maintenance and other operating expenses fund, resulting in the delayed distribution of self-learning modules. SLMs are provided insufficiently and late, which further delays students' schooling and negatively affects the quality of their education (Nazario, 2020). The explanation was that there weren't enough bond sheets, ink, or functional printers to print the materials. Additionally, classroom teachers do not have the time to create the modules since copies for reproduction have not yet been provided to their schools. Constantino et al. (2020) mentioned that some of the quality of printed modules is not readable, and the content is inaccurate. Since distant learning can't give the teacher-facilitator real-time direction when delivering exams and producing outputs, which might occasionally impair the retrieval of modules, the authenticity, and dependability of students' responses may become a problem (Manalo & De Villa, 2020). The fact that teachers are susceptible to the virus presents another difficulty. According to Magsambol (2020), the teacher is subjected to these things. Some teachers verified that checking learners' output did not know who teaches the learner at home and where the parents work. Some parents complained that they can no longer work because they are attending the modules of their children, or they find it difficult to return the modules on time because some learners were not yet done answering. Some parents failed to produce the modules on the agreed date of retrieval since they were busy working (Matos, 2021).

Parents are the ones who facilitate and guide their children on their modules (Bonilla et al., 2022). Parental involvement is critical for learners. The role of parents is not limited at home but also in the participation in school activities. According to Wang et al. (2020), parents' and students' bonding time rises when they work together on educational activities. In

these situations, parents can be a support system by easing their children's discomfort and stress and by engaging in conversation with them to help them manage their fears (Bhamani et al., 2020). Learners are well motivated when parents spend time with them (Delgado, 2019). Whether in a pandemic or not, it is the responsibility of parents/guardians to give moral support to their children. Even when it is the role of teachers to provide relevant education, the progression is complete only when parents actively participate since they are ideal working partners of teachers in providing the best learning experience for learners.

Some methods or interventions to these challenges are home visitation, where the teacher visits their learner for further instructions and guidance in answering modules. Wright et al. (2018) teacher's home positively impacts learners' attitudes. They also built and maintained a harmonious relationship between parents and teachers. Teachers should be accommodating to parents' and learners' queries. Parents should freely ask the teachers about the lessons they could not understand.

Moreover, open communication between teachers and parents must be conducted. Teachers should also be transparent in informing the parents about the modules. Creating group chats and other online communication apps should be established in areas with solid internet connections. In areas with no internet connection, the teacher may send a letter or post an announcement to nearby stores, or they may visit the learner even though it may take time to reach their residence. The participants' positive well-being helps them deal with the challenges of today, which is one coping method (Manalo & De Villa, 2020). Parents should think about what they can do to support their children's learning at home. A positive approach, self-confidence earned from inspiration and support, a healthier life, and stress management techniques enable individuals to carry out their tasks despite the difficulties of these challenging times.

Even beyond the classroom, students' social and emotional development can be aided when teachers cultivate a positive environment and sense of well-being among themselves. Some

parents expressed their inner thoughts in handling the challenges of teaching their children at home by balancing their work, child care, household chores, and spending time for their children's learning (Luczon, 2020). Parents and teachers share the task of assisting their children in understanding and meeting educational objectives. Parents need to take part in events and meetings and support their children at home and at school, there is a strong parent engagement (Agayon et al., 2022; Bonilla et al., 2022). Parents place a strong emphasis on their child's educational goals, and teachers take the time to speak with and work with parents. One of the best ways to create a positive learning environment for students is to encourage parents. Teachers who use remote teaching aids need a lot more planning, resources, and consideration than what schools can deliver in a few days or weeks. It will be necessary to enhance financing for teacher capacity-building, diversify and innovate teacher training techniques like virtual coaching, and also activate frequent follow-up plans to support the abilities acquired through distance learning with peers and tutors (Wilichowski & Cobo, 2020).

Methodology

Research Design and Participants

This inquiry employed the mixed-method research design. This design involves collecting, analyzing, and integrating quantitative and qualitative data to provide a greater understanding of the research problem (Magulod et al., 2021). The difficulties with the distribution and retrieval of modules were covered in the quantitative phase. The qualitative phase listed the parents' coping strategies in relation to their experiences with how to get through the challenges they faced.

The study participants were parents from three school districts in Palawan, Philippines. Simple probability sampling was applied in the quantitative inquiry, while purposive nonrandom sampling for the qualitative investigation to gain more weighty insights and various perspectives on the challenges and coping mechanisms in distributing and retrieving modules. A total of one hundred (100) parents took part in

the quantitative study, and twelve (12) parents who were most challenged were considered in the qualitative research.

Data Gathering Procedures and Analysis

The data needed for the study on the challenges encountered by parents were obtained through questionnaires. Meanwhile, the parents' coping mechanisms were determined through an open-ended question. The researchers prepared the instrument and invited experts to validate it thoroughly. Quantitative data were treated through percentages and were ranked, while the qualitative data were themed accordingly. Ethical measures were considered in all phases of the study. The school authorities permitted the study, and the parents signed the informed consent after discussing to them the research purpose.

Results and Discussion

Parents' Challenges

Table 1 presents the challenges met by the parent-participants during the distribution and retrieval of modules. Most parents (96%) do not have time to teach their children, 79 percent have trouble with their children's attention in answering the modules, and 71 percent claim that the module is hard to understand. Even so, the majority are challenged with conflict of schedules (70%), negligence (69%), and poor communication (69%). Still, less than half (46%) were not troubled completing and returning the modules on time. Similarly, some parents claimed no interruptions while explaining the topics indicated in the module to their children. It shows that the parents generally faced several challenges during this pandemic, similar to Bonilla et al. (2022). Even Agayon et al. (2022) revealed that teachers from the same province met difficulties in line with the distribution and retrieval of modules. Learning materials are critical to a class's success; the materials that students will learn are crucial to them from the start (Tabuena & Pentang, 2021). As a result, these module-related challenges must be addressed as soon as possible.

Table 1. Challenges in the distribution and retrieval of modules

Challenges	%	Rank
1. Scheduled time is not convenient.	59	9
2. Nature of work and scheduled time is the same.	70	4
3. Modules are challenging to explain to the learner.	55	10.5
4. Finishes answering modules each week and returns on time.	46	13.5
5. Neglect to remind the child to answer the modules	69	5.5
6. No time to teach children at home.	96	1
7. Work is more priority than teaching children.	54	12
8. Modules are hard to understand.	71	3
9. Disturbances can occur when the modules are explained.	46	13.5
10. Poor communication with the teacher.	69	5.5
11. Children did not pay attention in answering modules.	79	2
12. Residence is located far away from school.	32	15
13. Educational attainment affects the ability to teach children at home.	64	7
14. Having many children is difficult to teach.	62	8
15. Children tend to play more than answer modules	55	10.5

Parents' Coping Mechanisms

The following themes were derived from the parent's responses to their experiences and how they cope with the challenges encountered in distributing and retrieving modules.

Theme 1: Best Time. Planning the time to do what is necessary will enhance the excellence of learners' performance. Time management entails setting aside time for tasks that will advance objectives (Chase et al., 2013). Parents 1, 2, 5, 8, and 9 agreed, "...having time management will create the best time in helping their children in answering their modules at home...". Furthermore, parents 3 and 6 admitted, "...doing lots of works without time management neglects tutoring children with their modules...". Moreover, parental involvement, whether in school or at home, strengthens the bond between parents and their children, improves their children's proper behavior, and enhances academic performance (Viray, 2020). Therefore, parents must give them their best time to enhance learners' performance.

Theme 2: Call a friend. Parents 2, 5, and 7 expressed, "...having knowledgeable family members can contribute in understanding and explaining the content of the modules to the learners...". Moreover, parents 3 and 8 approved, "...having someone to lean on could accomplish the modules timely...". Parents are accountable for interacting with the teachers to

increase the motivation of their children to learn. Alicamen and Abadiano (2020) averred that parents must be their children's study buddies at home. Parents 1 and 4 also admitted, "...teachers are of great help especially in instances that modules are difficult to explain. They are just one call away...". The parents may also recognize technical assistance from extensionists, as Pentang et al. (2020) and Pentang (2021a) intensified the relevance of extension projects for learners working independently with their modules.

Theme 3: Relation-shape. Developing proper communication with parents will promote a harmonious relationship. Parents 3 and 9 conveyed, "...Maintaining harmonious relation with teachers shape the learners' performance not only in answering modules but also in their human being...". If both parents and teachers share the same passion for helping their kids learn and learn well, they should work together to fulfill their roles. Teachers are there to guide the parents in every step of the process; that is why they are partners and should work hand in hand (Bolos, 2020). In addition, parents 5 and 7 believed, "...being an open-minded individual whether a teacher or a parent, creates a good relationship for shaping learners' abilities as great individuals...". Children tend to be better individuals with good relationships between teachers and parents.

Parents as a teaching role at home, and teachers must be patient and understanding at all times (Patterson, 2020).

Theme 4: Perpetual learning. Parents 4, 5, and 9 uttered, "...Not only our children learn during this modular class but also us parents. It develops our knowledge and skills and gives us ideas to continue studying...". With the new partnership between institutions and parents, a mutually beneficial hub of learning and innovation is developed, assuring continued studies (Yoo, 2019). Parents 3 and 7 spoke, "...by guiding children with their modules; it allows us to learn more...". Parents learn as they assist their children with their modules.

Theme 5: Dedication and Commitment. Most parents acknowledge that dedication and commitment as parents ensure smooth flows of learning. Parents 2, 7, and 8 conceded, "...the learning of children runs smoothly, and our works did not hinder...". Parents 1 and 6 mentioned, "...if you are dedicated to what you are doing (teaching children at home), you will find it easy to handle...". No teacher, no matter how engaging and skilled, can motivate a student to do well in school like the child's parents can (Tlale, 2016). A similar statement was made by parents 3 and 9: "...setting of scheduled time lessens challenges experienced in fulfilling their modules until kids become focused on their task." Children who have a schedule feel comfortable and are productive (Bhamani et al., 2020).

Conclusion and Recommendations

Parents have no time to teach children at home. Nevertheless, they could return to school for their children's module on time. More importantly, the parents are doing their best to provide time for their children and establish a rapport with the teachers. Despite the difficulties in distributing and retrieving modules, it is advised that educators use activities to strengthen parents' willingness to set aside time for their child's ongoing education. The difficulties parents face during module distribution and retrieval, such as not having enough time to teach their children, impact returning the modules on time. To address this issue, the researchers advise having good relationships

and communication between teachers and parents to avoid more complicated problems affecting children's learning.

The researchers recommend that the parents apply the identified coping mechanisms for the challenges they encountered in distributing and retrieving modules. Early attention to the child's learning, even in the simplest of aspects, will reduce a larger problem with the dissemination and retrieving of modules in particular, as well as other upbringing concerns in their study. Providing extra effort to a child's learning, support, and encouragement from parents will bring an inch of advantage to their development and aspirations in the future. Collaborative work from parents and teachers will improve the system of the distribution and retrieval of modules.

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