



# Lived Experiences of Parents in the Implementation of Learning Distance Modality: An Action Research

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## ABSTRACT

The sudden widespread of the COVID-19 pandemic alarms and threatens the education system. This has become one of the biggest challenges most parents are dealing with. The study aimed to evaluate the lived experiences of Grade Four Quartz parents of Libertad Central Elementary School, School Year 2020-2021 in the implementation of Learning Distance Modality and come up with a Psychosocial Support Program Intervention that could help them, as teacher - partners in the delivery of education through the Learning Distance Modality successfully. A pure qualitative design of research was employed. A set of five questions were asked to gather data as basis for intervention with the parents. The result of the data show that as teacher-partners in the delivery of education in Learning Distance Modality, they lay the following facilitating factors: they spend more time with their child; they bond, enjoy, and have fun with the child; they know the learning capability of the children; and they also learn since they study the lessons first before teaching their children. The hindering factors that come out which serve as challenge to them are: the attitudes and behaviors of the pupils, some topics are not known to parents and difficult for them to explain to their child, some Mathematical problems and equations are confusing because some parents are undergraduates, the time constraints for working parents, and lack of learning resources. With these, parents have adapted measures to cope up the new normal learning delivery through the use of technology.

**Keywords:** Learning Distance Modality, Teacher- partners, Philippines

## 1 Context and Rationale

Education is a lifelong learning process. It begins at home and enhances in either at home or in school. Children are the most vulnerable learners for they can be molded into successful individuals or fail in lives (Bartolome, et.al., 2017). With the sudden widespread of the COVID-19 pandemic, it has slowed down and even almost stopped everyone's day to day activities. With this, educational institutions have temporarily closed to contain the spread of

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the virus. Yet, education has to continue. Different learning distance modalities were introduced to urgently address the different learning styles and needs of the learners.

In this educational transformative process, home learning has emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to children at home using the limited available resources (Bhamani, et.al., 2020). The parents have a greater share of responsibility in the always-dynamic partnership between home and school for they will act as on-site learning facilitators, in order to bridge the gap between students and teachers. Thus, learning will be enhanced and there is an authentic collaboration plus precious family time (Mundy, 2020). In the Philippines, parents embraced the new normal in education and took the changes as challenges and children's education still a top priority (Bendijo, 2020).

In the context of Libertad Central Elementary School, most parents preferred the printed modular learning distance modality. With this, the researcher evaluated their experiences in channelling the lessons between students and teachers and their feedbacks and strategic mechanisms used as teachers' partners in the delivery of education. It is in this juncture that the researcher conducted this study.

## **2 Innovation, Intervention and Strategy**

This study utilized the parental experiences and perspectives in the implementation of Learning Distance Modality. The data gathered were used as the basis for a Psychosocial Support Intervention Program for parents.

## **3 Action Research Questions**

This study evaluated the experiences of the Grade Four Quartz Parents of Libertad Central Elementary School for SY 2020-2021 in bridging the gaps or channelling the lessons between students and teachers and their feedbacks and strategic mechanisms used as teachers' partners in the delivery of education. It sought to answer the following questions:

- What are the facilitating factors in the implementation of Learning Distance Modality?
- What are the hindering factors in the implementation of Learning Distance Modality?
- What are the mechanisms of the parents to cope with the challenges in the implementation of Learning Distance Modality?

## **4 Action Research Methods**

### **4.1 Participants and/or other Sources of Data and Information**

The present study examined the lived experiences of ten (10) Grade Four – Quartz Parents of Libertad Central Elementary School in the implementation of Learning Distance Modality. The researcher evaluated from their perspectives the facilitating and hindering factors and their mechanisms used in coping up the challenges in implementing the LDM through an interview.

### **4.2 Data Gathering Methods**

The researcher wrote a letter to the school head asking permission to conduct an action research. After it was approved, ten parents were randomly selected and notified. Two of them

were interviewed via phone call and the other eight were interviewed face-to-face during the time they got and returned the modules adhering to the safety health protocols set by the IATF. During the phone call interview, the researcher wrote the responses of the subjects while the other parents wrote the responses themselves. At first, the researcher got each parent's demographic data. Second, all of them were asked with the same questions. However, these questions were translated to some parents who had difficulty in understanding the English language.

1. What were your best experiences as teacher partner?  
Unsa man ang imong pinakanindot nga o pinakaganahang nasinatian sa pagtudlo sa imong anak?
2. What were your most challenging experiences as teacher partner?  
Unsa man ang imong pinaka dili ganahang nasinatian sa pagtudlo sa imong anak?
3. How did you cope up with the challenges you met in assisting your child?  
Giunsa nimo pag-atubang ang mga pagsuway nga nasinatian sa pagtabang sa imong anak?
4. Based on your experiences, what do you need to deliver the Learning Distance Modality successfully?  
Base sa imong nasinatian, unsa ang imong kinahanglan para magmalampuson ang pagpatuman sa Learning Distance Modality?
5. Based on your experiences, what can you suggest or recommend to deliver the LDM successfully?  
Base sa imong nasinatian, unsa ang imong suhestiyon o rekomendasyon para magmalampuson ang pagpatuman sa Learning Distance Modality?

After all the data gathered, the researcher used the Thematic Analysis Method. Then, analyzed and interpreted the answers as basis for the Psychosocial Support Intervention Program needed by the parents.

## 5 Discussion of Results and Reflection

These are the experiences of the Grade Four Quartz Parents of Libertad Central Elementary School for SY 2020-2021 in bridging the gaps or channelling the lessons between students and teachers and their feedbacks and strategic mechanisms they use as teachers' partners in the delivery of education.

THEME	RESPONSES
Family Bonding Time	P1 - enjoy para ang bata dili matapol P5 - giganahan og na busy sa module P6 - nakabonding nako akong mga anak panahon sa pag-answer sa ilang modules P3 - science experiment makalingaw
Understanding Child's Learning Ability	P9 - na guide pag-ayo ang bata P10-The best experiences as a teacher partner is when I know how to understand the capacity and capability of the learner.

Data show the responses of the parents as their facilitating factors in the implementation of Learning Distance Modality. The answering of the modules was also their bonding time with their kids and their way of encouraging them to continue learning. Parent 1

says, “enjoy para ang bata dili matapol,” Parent 5 replies, “giganahan og na busy sa module,” Parent 6 answers, “nakabonding nako akong mga anak panahon sa pag-answer sa ilang modules,” and Parent 3 answers, “science experiment makalingaw.” Moreover, it was their way of understanding their child’s learning ability so that they can guide them better. Thus, Parent 9 remarks, “na guide pag-ayo ang bata,” and Parent 10 adds that the best experiences as a teacher partner is when I know how to understand the capacity and capability of the learner.

THEME	RESPONSES
Challenging Subject Areas	P2 - sa Araling Panlipunan, lack of books P3 - Math kay dili kayo siya kabalo sa multiplication P4 - To teach my child on a Math subject P6 - pag wala ka nakabalo sa pangutana sa anak about sa subject P7 - teaching the most challenging subjects: AP and Filipino
Giving Explanations	P9 - explain the thought or message P10-when you really need to study the lessons first before you teach
Dealing Child’s Behavior	P1 - pag dili maminaw ang bata P7 - Teaching a very naughty kid P8 - kanang dili maminaw

The data above display the hindering factors in the implementation of learning distance modality. The parents are challenged in some of the subject areas. Filipino and Araling Panlipunan subjects both use Filipino language, which give them difficulty to explain to their children in order to comprehend the message of the lesson and the later has only few reference materials. The following parents comment: Parent 7 - teaching the most challenging subjects: AP and Filipino; Parent 2 - sa Araling Panlipunan, lack of books; Parent 3 - Math kay dili kayo siya kabalo sa multiplication; Parent 4 - To teach my child on a Math subject; and Parent 6 - pag wala ka nakabalo sa pangutana sa anak about sa subject. Furthermore, it is also a challenge for them when they give explanations because according to Parents 9 and 10, they have to study first the lessons before explaining the message or thought to the learners. On the other hand, some of them are challenged in dealing with their children’s behaviour like Parent 1 - pag dili maminaw ang bata; Parent 7 - Teaching a very naughty kid; and Parent 8 - kanang dili maminaw.

THEME	RESPONSES
Having Time Management	P10-by having a time management and by having another sources of information from other materials P7 - by explaining it to him clearly so that he can easily understand P3 - gitudluan nako bahin sa calculator ug pagsearch sa google
Extending Patience	P1 - pasensiya P8 - sa pag-ayom - ayom
Asking Help	P2 - mag message sa cousin to ask help P5 - nagpatudlo mi sa akong pag-umangkon nga dako ug grado kay college level man siya P9 - ask ko help from college students and search sa internet

The data present the mechanisms they use to cope with the challenges, most working parents settle to have time management to put their every role in order. They allot time for studying and teaching their children. Such responses are: Parent 10 answers, “by having a time management and by having another sources of information from other materials;” Parent 7 says, “by explaining it to him clearly so that he can easily understand;” and Parent 3 replies, “gitudluan nako bahin sa calculator ug pagsearch sa google.” Then, some of them answer that they have to extend their patience in order to finish answering the modules, summative tests, and doing performance tasks, that is, Parent 1 says, “pasensiya;” and Parent 8 comments, “sa pag-ayom – ayom.” Others opt to ask help from other family members or friends and searched the lesson through internet in order to make them understand better the lessons. These are the responses: Parent 2 - mag message sa cousin to ask help; Parent 5 - nagpatudlo mi sa akong pag-umangkon nga dako ug grado kay college level man siya; and Parent 9 - ask ko help from college students and search sa internet.

As a whole, in order to deliver the Learning Distance Modality successfully, parents answer that they have to read very well and teach the lessons well. However, others suggest and recommend that the teacher should have a once a week face-to-face encounter with the pupils to follow up and guide them in their lessons. These responses supported the BE-LCP Annex D which were Considerations and Strategies in the Implementation of Learning Delivery Modalities such as conduct regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process and establish strong home-school-community collaboration.

Furthermore, this study has the same result with the findings of (Bhamani, et.al., 2020) when they found out the experiences of parents such as: the impact of COVID – 19 pandemic on children’s learning, support given by schools, and strategies used by the home partners to support learning. These show that parents have quickly adapted the measures and strategically address the bridging of learning gaps.

## 6 Action Plan

Activities	Objectives	Time Frame	Persons Responsible	Place	Verifiable Indicators	Budget/ Resource Needed
<b>Psychosocial Support Program Intervention for Parents</b>	*Understand child psychology;  *Strengthen the role of parents in learning delivery in this COVID19 pandemic.	Twice a year	*Teacher – Adviser  *Guidance Counselor  *Grade Four Quartz Parents  *School Heads (Principal, Assistant Principals)	<b>Grade 4 Quartz of LCES</b>	*Identified and provided the needs of the child in this COVID 19 pandemic  *Reviewed and discussed with the child the importance of Safety Health Protocols	<b>Communi-cation Allowance</b> *Prepaid Wifi Load – Php 300.00 <b>School Supplies</b> *A4 Bondpapers - P180 <b>Honorarium</b> *Speaker for Psychosocial Support Program Intervention - Php 2,000.00  <b>TOTAL - Php 2,480.00</b>

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## APPENDICES

### I DEMOGRAPHICS

#### Home Facilitator

##### Gender

Male

Female

##### Age

above 40

35 – 40

30 – 35

25 – 30

25 below

##### Number of Children

5 and above

3 – 4

2 – 3

1 – 2

##### Parental Status

Single

Married

### II SURVEY QUESTIONS

*Please answer the questions briefly.*

1. What were your best experiences as teacher partner?

*Unsa man ang imong pinakanindot nga o pinakaganahang nasinatian sa pagtudlo sa imong anak?*

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2. What were your most challenging experiences as teacher partner?

*Unsa man ang imong pinaka dili ganahang nasinatian sa pagtudlo sa imong anak?*

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3. How did you cope up with the challenges you met in assisting your child?

*Giunsa nimo pag-atubang ang mga pagsuway nga nasinatian sa pagtabang sa imong anak?*

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4. Based on your experiences, what do you need to deliver the Learning Distance Modality successfully?

*Base sa imong nasinatian, unsa ang imong kinahanglan para magmalampuson ang pagpatuman sa Learning Distance Modality?*

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5. Based on your experiences, what can you suggest or recommend to deliver the LDM successfully?

*Base sa imong nasinatian, unsa ang imong suhestiyon o rekomendasyon para magmalampuson ang pagpatuman sa Learning Distance Modality?*

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