

**The New Normal Education : Challenges Encountered by Parents in
each Grade level at Timbao Elementary School**



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ABSTRACT

Parents encountered problems in conducting Modular Distance Learning in our school during this pandemic time. This study aims to identify challenges encountered by parents in each grade level in our school and discover the different intervention and solutions to the problems. The respondent of the study are the selected parents from kinder to grade 6. The data gathering consisted of self-made questionnaire and interview. Mixed Method Research Design using Sequential Participatory Approach was utilized to analyse the data. The study reflected on challenges encountered by parents and made an Action Plan for the benefits of learners in our school.

Key Words: *Modular Distance Learning, Challenges, Interventions.*

INTRODUCTION

One of the recent public health emergencies of global concern is the COVID-19 pandemic, which started in China and almost infected every country in the whole world. COVID-19 was first experienced in Wuhan, China in late December 2019 (Shereen et al., 2020). “This disease is caused by a novel corona virus (SARS-CoV-2, previously known as 2019-nCoV) and has received global attention from growing infections and on how to eradicate the disease and flatten the curve of infections” (Guo et al., 2020). It has since spread worldwide, leading to an ongoing pandemic that caused drastic effects and impacts in all aspect on almost all sectors in the human race to every country. These have resulted in the widespread disruption such as travel restrictions (Chinazzi et al., 2020), closure of schools (Viner et al., 2020), global economic recession (Fernandes, 2020), to name a few.

The Covid-19 pandemic has made everyone stay at home but it has not stopped the world. People still need to work, students need to learn and teachers need to teach (Vasquez, 2020). One of the most affected is the educational sectors. Most countries around the world have temporarily closed educational institutions to contain the spread of the COVID-19 pandemic and reduce infections (UNESCO, 2020). This closure has affected more than 1.2 billion learners worldwide with more than 28 million learners in the Philippines (UNESCO, 2020). In response to these situations, educational leaders decided to adopt the new normal in education. In the Philippines, Professor Emeritus Leonor Magtolis Briones (Secretary of Education) says that learning opportunities shall be available, and learning shall continue in the time of COVID-19. *Sulong EduKalidad!* Thus, the Department of Education (DepEd) will be implementing the Basic Education Learning Continuity Plan in the Time of COVID 19 (BE-LCP). The Department of Education (DepEd) formulated and

implemented policies, plans, and programs to continue the education of the Filipino students during the time of pandemic (Dep.Ed.,2020). They spearhead the pure online, blended learning, and modular approach of teaching depending on the capacity and capability of basic education students.

The global outbreak of the highly contagious COVID-19 virus has resulted in significant shift of the education system, resulting into a new normal setup. It shuttered schools and relocated learning to homes; parents have now taken on the support-oriented role of educators. Due to the transition of education stepping to the new normal, it presented parents with new and extraordinary challenges on how to provide and deliver quality education best to their children for a new normal education.

METHODOLOGY

This study utilized Mixed Method Research Design using Sequential Participatory Approach. To gather data for the study, the researcher was utilized parents from kinder to grade 6 at Timbao Elementary School that utilized Modular Distance Learning Modality.

The main instrument in this study are self-made questionnaire, Informal interview, personal observations, and document analysis to be validated by experts including master teachers, education supervisors and researchers.

The instrument used to determine the challenges encountered by parent in the new normal.

The validation of self-made questionnaire and interview guide questions started from asking permission from the school head then it will be sent for comments and suggestion for improvements. Revision donned and the instrument are subjected for validation by experts until finalization.

The researcher used the Mixed Method Research Design using Sequential Participatory Approach.

From parents we provide questionnaire, conduct informal interview, personal observation and document analysis through this we interpret the results then we monitor and evaluate the challenges encountered, then action planning are made through coordination meeting and focused group discussion. The following are the procedure that I use in action planning set specific goals in conducting action research, create a list of problems encountered for us to evaluate if it is aligned to new normal education, set specific timeline for organizing the needs to be done to visualize overview of research from start to finish, designate focal person like school heads and teachers because they can help a lot in solving or giving interventions to the problem, monitor and evaluate the challenges for us to guide strategic planning and to allocate resources in better ways.

RESULTS

Interpretation of scores and range of scores:

Tabel 1: Status of Teaching and Learning in Terms of Student Learning

Score	Range		
5	4.21 – 5.00	Very Challenging	Very Strong Impact
4	3.41 – 4.20	Much Challenging	Strong Impact
3	2.61 – 3.40	Moderately Challenging	Moderate Impact
2	1.81 – 2.60	Fairly Challenging	Weak Impact
1	1.00 – 1.80	Not Challenging at All	Very Weak Impact

1. What is the status of teaching and learning in Timbao ES in terms of :
 - Student learning

Table 1 shows the status of teaching and learning in terms of student learning. All the statements have been interpreted as “moderately challenging”. Difficulty in independent learning is the most challenging as assessed by the respondents so as a researcher we suggest the following:

1. Provide rubrics to assess their own work.

2. Provide simple and understandable instruction.
3. Stay connected with the advisers.
4. Collaborate with their classmates.
5. Encourage learners to write reflection and provide feedback.

while being distracted studying in different subject areas is the least challenging.

Table 2: Status of Teaching and Learning in Terms of Parent Support

Indicative Statement	Mean	SD	Interpretation
1. Parents' skills/knowledge in effective teaching.	3.18	1.33	Moderately Challenging
2. Balanced the household responsibilities and teaching.	3.41	1.25	Much Challenging
3. Handling enough patience in teaching.	3.21	1.38	Moderately Challenging
4. Practicing the bed and wake up time of the child.	2.95	1.37	Moderately Challenging
5. Establishing daily routine in answering the modules 'activities.	3.10	1.28	Moderately Challenging
Composite Mean	3.17	1.33	Moderately Challenging

- Parent support

Table 2 shows the status of teaching and learning in terms of parent support.

Most of the statements have been interpreted as “moderately challenging”.

Balancing household responsibilities and teaching is the most challenging as assessed by the respondents so as a researcher we recommend the following to parents:

1. Make a schedule and write it down.
2. Plan meals for the entire week.
3. Prioritize your to do list.
4. Minimize your social media engagement.
5. Time management..

while practicing the bed and wake up time of the child is the least challenging.

Table 3: Status of Teaching and Learning in Terms of Learning Modality

Indicative Statement	Mean	SD	Interpretation
1. Some of the grade levels did not receive the modules on time (grades 4 to 6)	2.15	1.50	Fairly Challenging
2. Great number of activities	2.83	1.33	Moderately Challenging
3. Not all activities can be explained by the parents.	3.05	1.39	Moderately Challenging
Composite Mean	2.68	1.46	Moderately Challenging

- Learning modality

Table 3 shows the status of teaching and learning in terms of learning modality. Most of the statements have been interpreted as “moderately challenging”. Not all activities can be explained by parents is the most challenging as assessed by the respondents to overcome with these problems the researchers suggest the following:

1. Provide a conducive area for learning.
 2. Approach the teachers if there’s some topics can’t be explained well to their children.
 3. Address common challenges that inhibit parent engagement like scheduling conflict and intimidating atmosphere.
 4. Give the contact number of teacher /adviser and get to know them early in the school year, that way when they have questions, they’ll feel comfortable reaching you out.
 5. Parents should practice having study habits.
- while not being able to receive the modules on time is the least challenging.

Table 4: Challenges Experienced by Parents

Indicative Statement	Mean	SD	Interpretation
1. More than one kids to be taught.	3.05	1.56	Moderately Challenging
2. Lack of time mostly the working parents.	3.02	1.40	Moderately Challenging
3. Teaching their kids is not priority.	2.68	1.36	Moderately Challenging
4. Single/separated parent	2.27	1.57	Fairly Challenging
5. Only grandparent / guardian is living with the child.	2.21	1.62	Fairly Challenging
Composite Mean	2.65	1.54	Moderately Challenging

2. What is the level of challenges experienced by parents in the current education set-up?

Table 4 shows the challenges experienced by the parent respondents. Majority of the statements have been interpreted as “moderately challenging”. Teaching more than one child is the most challenging as assessed by the respondents so the researchers advised the following to parents.

1. Proper scheduling of activities.
2. Have an alternate days to a child.
3. Reduce interruptions and distractions around the house.
4. Employ older siblings as teaching assistant.
5. If possible, teach multiple kids together.

while learners living with grandparents is the least challenging.

Table 5: Challenges Experienced by Students

Indicative Statement	Mean	SD	Interpretation
1. Lack of time to play and sleep	2.61	1.36	Moderately Challenging
2. Children wants the real teacher.	3.57	1.43	Much Challenging
3. Lack of patience of the parents	2.66	1.30	Moderately Challenging

4. Great number of activities in the module.	2.87	1.34	Moderately Challenging
Composite Mean	2.93	1.41	Moderately Challenging

3. What is the level of challenges experienced by students in distance learning?

Table 5 shows the challenges experienced by the students. Most of the statements have been interpreted as “moderately challenging”. Students wanting to be taught by their real teacher is the most challenging as assessed by the respondents so we came with these interventions:

1. Conduct online kumustahan once a week to feel that they are in real classroom setting.
2. Home visitation if needed.
3. Create group chat for pupils and teachers only.
4. Teachers create video lesson with interface.
5. Sending voice clip to the learners.

while lack of time for play and sleep is the least challenging.

Table 6: Impact of Parental Involvement

Indicative Statement	Mean	SD	Interpretation
1. Encourage conducive home learning and environment	2.59	1.55	Weak Impact
2. Enhances self-esteem, achievement and social skills.	3.03	1.39	Moderate Impact
3. Explain the importance of education to the children	2.95	1.39	Moderate Impact
4. Improve the behavior and attitudes towards learning process.	2.96	1.42	Moderate Impact
Composite Mean	2.89	1.44	Moderate Impact

4. What is the impact of parental involvement to learner's achievement?

Table 6 shows the impact of parental involvement. Most of the statements have been interpreted as a “moderate impact”. Enhancement of self-esteem achievement and social skills are the most impact indicators of parental involvement so the researchers recommend the following:

1. Don't give negative feed back.

2. Praise your child or give rewards but do it wisely.
3. When teaching your kids how to do things, show and help them first.
4. Encourage the learner to give time chatting with their classmates.
5. Teach the child that sharing is caring.

while encouragement of conducive home learning and environment is the least impact.

Table 7: Interventions to Overcome Challenges

Indicative Statement	Mean	SD	Interpretation
1. Provide audio/video and written instruction to the parents.	3.11	1.35	Moderately Challenging
2. Give all the possible means to communicate parents regarding their problems in answering the activities in the modules	3.02	1.38	Moderately Challenging
3. Give words of encouragement to the parents.	2.98	1.46	Moderately Challenging
4. Open communication of the teachers.	3.01	1.51	Moderately Challenging
5. Allow the parents to take photos on the output so they can check it online.	2.82	1.43	Moderately Challenging
6. Ask favor from the pupil's neighbor to get the output.	2.85	1.38	Moderately Challenging
7. Talks to the parents personally to solve the problem.	2.69	1.40	Moderately Challenging
8. Your mother is My Learner peer teaching strategy.	2.78	1.48	Moderately Challenging
Composite Mean	2.91	1.43	Moderately Challenging

5. What interventions may be suggested to overcome the challenges experienced by parents?

Table 7 shows the suggested interventions to overcome challenges. All the suggested interventions have been interpreted as “moderately challenging”. Provision of audio/video and written instruction to the parents is the most challenging among the respondents so the researchers recommend the intervention of using audio/video and written communication.

1. Provide Dep-Ed you tube link, TV Channel, Dep ed commons and lessons from Dep Ed E-Tu lay that are suited to learners.

2. Give intervention activity sheets.
3. Send a photo of a written instructional materials to the group chat to those who can't access the Learning Management System.
4. Teacher made audio/video instruction of certain subjects.

while talking to the parents personally to solve the problem is the least challenging.

DISCUSSION

Challenges encountered by parents in each Grade level at Timbao Elementary School is a basis for us teacher and school head to find out appropriate ways for different interventions that parent encountered during the implementation of Modular Distance Learning in our school. Researchers conducted this study to alleviate the problems of parents in teaching their child in times of pandemic, this time is stressful for parents because the educational work of learners have been deprived. Through the help of our stakeholders which is the Parents, Teachers, School head and students we came up for different intervention using the following method Mixed Method using Sequential Participatory Approach. From parents we provide questionnaire, conduct Personal interview, observation, document analysis and focused group discussion. We find out that the problems of parents encountered assesses as moderately challenging so researchers ask permission to school head that our problems became the basis for INSET topic in our school and through the cooperation and collaboration of our co teachers we produce a successful and innovative intervention which parents, students, teachers, school as a whole are benefited. Parents know can they manage their home working and childcare, lessen the stress and find space and time for themselves. Family with more than one kids maximize their time and have appropriate ways to become supportive to their children. Student can study at their own pace and learn to value their time, stay comfortable, students kept informed by teacher through group chat and up to date

with regards to modular activity. Teachers now serve as the facilitator for learning as long as learning continues depending on the student willingness to accept change.

Teacher in spite of hectic schedule find their way to accept the challenge.

We create action research that are functional and challenging task and the researcher willingly accepts the works intended.

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