

PARENTS' PERCEPTION TOWARD DISTANCE LEARNING DURING THE CORONAVIRUS (COVID-19) PANDEMIC

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ABSTRACT

The alarming rise of COVID – 19 positive cases forced the Philippines to suspend the teaching and learning process in the traditional face-to-face delivery modality. It is very evident that the rapid change in learning delivery mode significantly increase academic demand and workload. In the study conducted by Talidong & Toquero (2020), Negative effects of the above-mentioned challenges manifest on how educators and parents, as well as learners, fully embrace the new landscape of education. Hence, the purpose of this research was to explore the perception of the parents on the implementation of distance learning at BPES that served as a basis to improve its implementation on the coming academic year. The present study employ the quantitative research model anchored on the survey-model. The results obtained from the online survey for each areas of concern (1) that parents struggled adjusting to online learning environment, (2) parents agree ($\bar{x} = 3.59$) that they are adjusting to changing study environment, (3) parents partially agree ($\bar{x} = 2.89$) that their children were unable to interact with teachers and (4) parents partially agree ($\bar{x} = 3.12$) that teachers give unclear instructions. These results present the following opportunities for BPES as it continues to provide quality education despite the pandemic.

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I. Introduction of the Research

Philippines like the rest of the world has greatly suffered from the unprecedented health, economic and education crisis brought by the COVID – 19 pandemics. The precautionary health measures taken by the government in attempt to reduce the spread of the virus led to curfews and national community lockdowns which prohibited non-essential workers and minors to go outdoors. However, the alarming rise of COVID – 19 positive cases forced the Philippines to suspend the teaching and learning process in the traditional face-to-face delivery modality. Hence, the educational leaders have sought to come up with an alternative way of teaching and learning delivery modality to ensure that learning can still take place even with the prevalence of the viral outbreak. The Department of Education took a strong stand to deliver equitable and quality education through a contactless teaching and learning set-up which in turn transitioned to distance learning education with various learning modality based from pupils' characteristics and needs. In its most basic sense, Putman et.al. (2012) defined distance education as a delivery mode that involves a spatial separation of teachers and learners from the traditional classroom environment.

The sudden shift to a new landscape of education opens new teaching-learning opportunities, however the introduction and implementation was subject to question related to its effectivity as compared to the traditional face to face instructions. The limitation of teacher-learner interaction was one of the primary concerns of not only educators but most especially learners and parents. In addition to this, there are concerns with the challenges that might potentially reduce the success of its implementation like pedagogical readiness, pupils and teachers' technological skills, internet infrastructure, reproduction machines and the like. Hamaidi et.al. (2021) provided a detailed description of the challenges in distance learning. First is the challenge of designing educational content suited for the identified most essential learning competencies. Teachers struggle to prepare new instructional plan sufficient for learners to gained the target learning competencies. Teachers also struggle to meet the demand of reproducing enough printed copies of learning materials. Furthermore, teachers had a hard time choosing the most appropriate pedagogical practice that takes into account the different learning needs, as well as choosing the appropriate assessment tool to measure the extent of

learning. Second is the strategic implementation of distance learning. The limitation of face to face interaction hinders an immediate and authentic monitoring, feed-backing and evaluating learners. Lastly, the availability of technology. Most of the learners in public school has limited financial resources hence the inability to possess essential electronic devices serve as an obstacle to enjoy the full potential of distance learning.

Despite the aforementioned challenges, the Department of Education device counter measures to ensure the quality of education and welfare of teachers, learners and parents. The department launched a division wide intensive pedagogical training for both teachers and co-teaching parents. In addition, it also introduced mental health awareness programs to ensure the mental health of all the personnel in the education sector. The hallmark of this implementation was enabling parents to be the forefront of learning. It means that parents serve as para teachers under the supervision and guidance of the teachers. The goal of this engagement was to equip parents with instructional skill that allow learning to take place even being remote with teachers.

In as much as these actions are found to be the most appropriate decision to make given the extreme learning situation, it has been a struggle for both teachers and parents to juggle their role as parents and financial providers. Establishing a daily routine of attending to the learning needs of their children and working at home seamlessly has been the dilemma of most during the conduct of distance learning in the light of COVID – 19 pandemic. It is very evident that the rapid change in learning delivery mode significantly increase academic demand and workload. In the study conducted by Talidong & Toquero (2020), Negative effects of the above mentioned challenges manifest on how educators and parents, as well as learners, fully embrace the new landscape of education. Hence, the purpose of this research was to explore the perception of the parents on the implementation of distance learning at Bagong Pag-asa Elementary School that serve as a basis to improve its implementation on the coming academic year.

II. Literature Review

Coronavirus disease (COVID – 19) is an infectious disease caused by a newly discovered coronavirus (WHO, 2021). The widespread of this virus on the archipelago caused a mass hysteria and escalated to a threat not only on national but in international public health safety. At present, globally, as of July 23, 2021, there have been 192, 284, 207 confirmed cases of COVID – 19 resulting to 4, 136, 518 death toll (WHO, 2021). Locally, based on the data of World Health Organization, there have been 1,530, 266 confirmed cases resulting to a 26, 891 deaths. These statistics had been the basis of the government to shut down the whole country and regulate the movement of its citizen by imposing curfews and community lockdowns. Such action resulted to the closure of establishment, government offices as well as education centers and schools. According to Moralista &

Oducado, (2020), the highly transmittable disease resulted to unprecedented educational crisis.

The sudden transition forced teachers, parents and learners to adopt the new modality of learning which had not previously mastered its intricacies (Todri et.al. 2020). He also noted that the freshness of the paradigm shift stirred up interest for a scientific exploration and understanding of emotionally-impact experience. The existing body of knowledge with this matter focused on the importance of the perception and the experiences of the parents in the conduct of distance learning education. The data serves as a guide to understand the loop hole of the implementation and a basis to improve in the Basic Education Learning Continuity Plan. According to Todri et.al. (2020), the underlying theoretical principle with such narrative was to logically understand the question; for whom; under what circumstances; how and when does each participants perception achieve its optimal effect on the smooth transition.

In the study conducted by Hamaidi et.al (2021) and Demir E. &Demir C. (2020), the researcher investigated the perceptions and opinions of parents on the experiences of their children with distance learning during COVID – 19 pandemic. Hamaidi et.al (2021) developed a descriptive survey for 407 parents who were selected using random cluster method during the second semester of the school year 2021 -2022. The study revealed that parents were moderately satisfied with the distance learning process. It was due to the immediate implication without any advance preparation and training for teachers, parents and learners. Meanwhile, in the investigation conducted by Demir E. &Demir C. (2020) it was found out that parents ensured that their children can cope with the lesson and taught them. However, it showed that connection problems and feeling isolated at home has a negative effect on pupils' motivation to learn. On a positive note, the researcher emphasized that parents are more involved on the learning of their children, hence they are more appreciative of the value of teachers. Even though, parents think that face to face cannot be replaced by distance learning their opinion about the implementation of distance learning is consistent with the findings of Hamaidi et.al. (2021).

In response to the onset of COVID – 19 there had been an interest on exploring the importance of teachers' perception on the improvement of distance learning implementation. Kimner, H., Gopal M., & Rocha-Salazar (2020) described the short and long term practices to strengthen pupils' engagement within a new learning environment of distance learning. The researchers highlighted four building blocks of system capacity pivoting to distance learning. It includes (1) shared purpose, (2) culture of mutual trust, (c) structures and resources that foster collaborative word, and (d) preparation and mobilization of improvement capacities. Enabling such conditions, Ayer Elementary School regularly conduct informal testing and engagement to accurately consider the voice of the customer,

learners and teachers in the school annual continuous improvement plan. Moreover, Chahin-Dörflinger F. (2020) illustrated the reflection and evaluation of school improvement planning through teachers' evaluation activities within the time period of April 2020 to June 2020. The themes of the evaluation of distance learning were; (a) technical tools and their usability, availability of digital tools, individual learning needs of pupils, continuity of learning and drop-out rate, feedback and formative assessment, communication and contact with learners, differentiation of personal and individualized learning, estimated ICT skills and engagement and support of parents. The result of the conducted evaluation revealed the priority improvement areas of the school and served as a basis for school decisions and improvement of educational activities. Indeed, teachers' perception and involvement is a critical aspect to examine, to deepen the understanding and to enlarge the knowledge about distance learning and school quality of implementation. The importance of teachers' perception and experiences in improving the implementation of distance learning is also highlighted in the study conducted by Cottingham (2020), Schuck & Lambert (2020), Sahin-Topalcengiz&Yildirim (2020), Moralista & Oducado (2020) and Talidong & Toquero (2020) alike.

III. Research Questions

The purpose of the present study is to determine the parents' perception toward distance learning during the school year 2021 – 2022 amidst Coronavirus (COVID-19) pandemic. To this end, the following research question were sought:

1. What are the parents' demographic in terms of;
 - a. Gender
 - b. Age
 - c. Educational Attainment
2. What are the parents' perception on the five major areas of concern during the implementation of distance learning education;
 - a. Online Adjustment
 - *Having a hard time doing my education online (do not feel like they are learning, finishing exams / homework on time, keeping track of work, the structure of exams, teaching themselves)*
 - *Having a hard time organizing my schedule or my time*
 - *Face-to-face preference*
 - *Class has increased in difficulty (increased workload, more difficult exams and assignments)*
 - *Adjusting to new class structure (finding new ways to engage with the material, doing activities online, online structure in general)*
 - *Having a hard time understanding the material*
 - *Believes that the class did not translate well into in an online environment*
 - *Unable to get help with work*
 - *Lack of electronic gadgets for online / modular class*

- b. Personal Issues and Concerns
 - *Lack of motivation to school*
 - *Balance life and school (family responsibilities, helping with household chores, self-care)*
 - *Mental health concern (anxiety, depression, stress/worry)*
 - *Concern about future (graduating, passing, progress in school delayed)*
 - *Personal issues (poor sleep, illness, harm to eyesight)*
 - *Financial instability*
 - *Finding motivation or staying motivation*
 - *Feeling overwhelmed*
 - *Nervous about pandemic*
 - *Family issues (taking care of relatives, family or close other death)*
 - *Others (please specify)*
- c. Adjusting to new study environment
 - *Experiencing difficulty with trying to focus or concentrate*
 - *Studying at home is not ideal*
 - *Finding a place to study*
 - *Prefer to be on school to study*
 - *Getting use to studying at home*
 - *Generally adjusting to changing study environment*
- d. Issues with the teacher
 - *Unclear instruction*
 - *Teacher has been struggling with the transition*
 - *Teacher not doing video/Zoom /GMeetlessons*
 - *Accommodations are not occurring (Access pupils, leniency on assignments or exams, GMeet/Zoom instruction happening while students are at work)*
 - *Teacher not being responsive to students*
 - *Teacher not being understanding of the current situation*
 - *No consensus on how applications are used across teachers*
- e. Interaction
 - *Unable to interact with teachers*
 - *Social isolation or feeling less connected to others*
 - *Unable to interact with classmates or peers*
 - *Unable to communicate with counsellors, GABAY- aral tutors*
- f. Issues or concerns related to technology resources
 - *Experiencing difficulty with technology or applications (Gmeet, Zoom, Google Classroom, FB pages, FB Group Chats, internet issues)*
 - *Lack of resources (books, art supplies/equipment for class, applications/compatibility, internet/Wi-Fi, laptop, printer, software/communication software, uses phone)*
 - *Issues or uncomfortable with technology*
 - *Shares devices (laptop, internet)*

- g. Others (comments, suggestions, recommendations, issues and concerns)

IV. Scope and Limitation

The study is focus on determining the overall experience in the implementation of distance learning education perceived by parents of Grade 4- 6 pupils in Bagong Pag-asa Elementary School for school year 2021-2022. The respondents of the study were the intermediate parents of Grade 4-6 pupils of the said school. Hence, the result does not include the perspective of public schools in the Division of Rizal at large or by any mean. It is also important to note that the use of non-probability sampling in the study reduce its generalizability of survey-research findings.

V. Research Methodology

The present study employ the quantitative research model anchored on the survey-model. Survey research is used: “to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.” (Isaac & Michael, 1997, p. 136).

a. Participants and/or Sources of Data

The respondents of the study were one thousand seven hundred thirty one (731) parents/guardians of parents of Grade 4 – Grade 6 pupils at Bagong Pag-asa Elementary School. The participants are selected using purposive sampling technique. Hamed (2016) define purposive sampling as a judgmental sampling method in which specific person, setting or events are chosen on purpose to provide essential information that cannot be obtained from other samples in the population. In addition, a researcher includes the participants because they believed they warrant inclusion.

Considering that 1,225 pupils were enrolled at Grade 4 – 6 at Bagong Pag-asa Elementary School during the school year 2021 – 2022 and a sample size of 731 or 60% of the population size the researcher set a plus/minus 2% margin of error. At this rate the current survey can be used to generalized the population size with 95% confidence interval. This means that if an option was chosen by 50% of the participants, the margin of error suggest that the population endorsement is between 48% - 52%.

b. Data Collection and Data Analysis

After seeking for the approval of the research, a letter asking permission to conduct the study was sent to Cheryy Lou D. Repia, Schools Division Superintendent, Meliton A. Berin, Public School District Supervisors, Elsa S. Dela Paz, School Principal, and to the intermediate parents of Bagong Pag-asa Elementary School. In data gathering, a survey questionnaire-checklist using Google Form was used as an instrument to determine the perception on the

implementation of distance learning as perceived by the parents of Grade 4- 6 pupils at Bagong Pag-asa Elementary School.

The questionnaire-checklist is focused on five major areas of concern. The first part is of concern is online adjustment. It seeks to measure the experiences and opinions of BPES parents in the sudden educational transition, from face-to-face learning to distance learning. Second, personal issues and concerns makes an account of difficulties using eleven (11) themes encountered by the parents during the implementation of distance learning education. Third, adjusting to new study environment underscore parents experience serving as a co-teaching parent respective to their chosen delivery modality as reflective in the accomplished Learner Enrollment Survey Form (LESF) during the enrollment period. Fourth, issues with the teacher enumerate the possible problems of parents and pupils to the teaching and learning process specifically how the teachers remotely assist and facilitate learning. Fifth, issues or concerns related to technology or resources address the issues related to technology, access to printed learning materials and resources, software and internet speed and reliability. Lastly, the final section prompted parents to share and discuss their experiences, comments, suggestions/recommendations in detailed to further substantiate their responses on the first four (4) section of the questionnaire.

Analysis of the survey included both quantitative analysis of valid responses and qualitative analysis of all open-ended questions. For the quantitative questions, all missing responses were removed and only valid responses were included in the final “N” or sample for that question; because of this, the “N” for each question may vary. For all open-ended questions or response options, the content of each response was reviewed, summarized, and organized by common over-arching themes. This analysis can often result in one open-ended response containing multiple themes.

Questionnaire-checklist was checked and validated. For the validity of the instrument, it underwent modification through consultation by a panel of specialist in terms gathering perception. After validating the checklist, it was given to the respondents to rate their percent on the extent of distance learning implementation.

Questionnaire- checklist was retrieved. The data that were obtained from the questionnaires was summarized, tabulated, presented, analyzed, and interpreted. Data was established and treated which served as the basis for conclusions and recommendations.

In the analysis of the collected data online, descriptive statistics like mean, standard deviation, frequency and percentages were used for individual items for each section. In the evaluation of item means, the following scales, ranges, and verbal interpretations were considered. With this, the researcher interprets the options “strongly disagree” and “disagree” as the respondents disagreeing with the given statements/options. On the other hand, options “partially agree”, “agree” and “strongly agree” were taken as agreeing with the given statements/options.

Scale	Range	Verbal Interpretation
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Partially Agree
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

Table 1. Demographic of Parents

	Frequency (N)	Percentage (%)
Gender		
Male	162	22.16%
Female	569	77.84%
Age		
Under 25	23	3.15%
25 – 34	172	23.53%
45 – 54	367	50.21%
55 – 64	110	15.05%
65 – 74	59	8.07%
75 – above		
Educational Attainment		
Elementary	64	8.76%
Secondary	245	33.52%
Tertiary	356	48.70%
Graduate	66	9.03%

VI. Discussion of Results and Recommendations

The results obtained from the online survey for each areas of concern are presented in table below. The following data was analyzed using different statistics such as frequency, percentage, sample mean, and standard deviation.

Table 2. Online Adjustment

	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		\bar{x}	Ss
	N	%	n	%	n	%	N	%	n	%		
a. Having a hard time doing my education online (do not feel like they are learning, finishing exams / homework on time, keeping track of work, the structure of exams, teaching themselves)	65	5.7%	115	10.1%	290	25.4%	409	35.8%	262	23%	3.45	1.95
b. Having a hard time organizing my schedule or my time	84	7.4%	151	13.2%	252	22.1%	406	35.6%	248	21.7%	3.40	2.04
c. Face-to-face preference	114	10%	77	6.7%	267	23.4%	244	21.4%	439	38.5%	3.57	2.23
d. Class has increased in difficulty (increased workload, more difficult exams and assignments)	78	6.8%	161	14.1%	300	26.3%	346	30.3%	256	22.4%	3.38	2.07
e. Adjusting to new class structure (finding new ways to engage with the material, doing activities online, online structure in general)	60	5.3%	96	8.4%	280	24.5%	408	35.8%	297	26%	3.55	1.93
f. Having a hard time understanding the material	67	5.9%	141	12.4%	284	24.9%	402	35.2%	247	21.6%	3.43	1.98
g. Believes that the class did not translate well into in	75	6.6%	146	12.8%	390	34.2%	290	25.4%	240	21%	3.33	2.04

	<i>an</i>	<i>online</i>											
	<i>environment</i>												
<i>h. Unable to get help with work</i>	88	7.7%	169	14.8%	325	28.5%	343	30.1%	216	18.9%	3.30	2.06	
<i>i. Lack of electronic gadgets for online / modular class</i>	100	8.8%	126	11%	202	17.7%	359	31.5%	354	31.5%	3.52	2.16	

Table 2 shows the perception of BPES parents about the sub-categories on their online adjustments. Considering the sample mean of the given data, parents generally “agree” that they are having a hard time in online education ($\bar{x} = 3.45$), they are having hard time organizing their time and schedule ($\bar{x} = 3.40$), they prefer face-to-face instruction ($\bar{x} = 3.57$), class has increased in difficulty ($\bar{x} = 3.38$), they are still adjusting with the new landscape of education ($\bar{x} = 3.55$), they are having a hard time understanding the materials ($\bar{x} = 3.43$), class did not translate well in an online environment ($\bar{x} = 3.33$), they are unable to get help with work ($\bar{x} = 3.30$), and there is lack of electronic gadgets for online/modular class ($\bar{x} = 3.52$).

On the other hand, in terms of percentage, 84.2% of parents feel like they are unable to learn, finish assignments, exams and keep on track by themselves alone. Similarly, 79.4% of parents are experiencing difficulty in organizing their time and schedule. It is also noteworthy that 83.3% of parents prefer face-to-face over the current delivery modalities. This was evident as 79.1% of the parents agree that the educational transition increased workload, more difficult exams and assignments. In connection to this, 86.3% of parents exhaust new ways to engage with the materials, doing activities online, online structure in general. However, 80.6% of parents believes that class do not translate well in an online environment and 77.5% agree that they were not able to get assistance with their work. Lastly, 80.2% of parents agree that there have insufficient electronic resources for their chosen modality.

The data revealed that parents struggled adjusting to online learning environment. Several responses underscore the burden of the unprecedented educational shift that entails 21st century skill, independent learning and responsibility as co-teaching parent. Hence, it was perceived that there is an increase in workloads, materials are hard to process and there is an insufficient support from teachers. In turn, parents agree that education did not translate well in the current set-up. Given this, the school shall intensify its effort to capacitate co-teaching parents with fundamental pedagogical skills to facilitate the learning at home by themselves with the supervision of teachers. In addition,

the school shall commit to produce and deliver an error-free and contextualized learning materials that suit learners’ needs and interests that foster target learning competencies. Teachers must also be responsive to parents’ and pupils question, concerns and request for additional support. Creating engaging and conducive online learning environment is vital for the success of the implementation of distance learning education.

Table 3. Personal Issues and Concerns

	Frequency (N)	Percentage (%)
<i>a. Lack of motivation in school</i>	412	36.1%
<i>b. Balance life and school (family responsibilities, helping with household chores, self-care)</i>	699	61.3%
<i>c. Mental health concern (anxiety, depression, stress/worry)</i>	361	31.6%
<i>d. Concern about future (graduating, passing, progress in school delayed)</i>	561	49.2%
<i>e. Personal issues (poor sleep, illness, harm to eyesight)</i>	300	26.3%
<i>f. Financial instability</i>	451	39.5%
<i>g. Finding motivation or staying motivation</i>	278	24.4%
<i>h. Feeling overwhelmed</i>	173	15.7%
<i>i. Nervous about pandemic</i>	601	52.7%
<i>j. Family issues (taking care of relatives, family or close other death)</i>	255	22.3%
<i>k. Others (please specify)</i>	179	15.7%

Table 3 shows the data of parents’ personal issues and concerns in the implementation of distance learning. The data revealed that there are 36.1% who lacked motivation in school, 61.3% needed to balance their responsibility in life and school, 31.6% experienced mental health concerns, 26.3% had poor sleep, illness and eyesight problems. Furthermore, 39.5% of parents’ experience financial instability, 24.4% were demotivated, 15.7% felt overwhelmed, 52.7% worry about pandemic and 22.3% had family issues to deal with. Parents are also prompted to specify their personal issues and problems which are not included on the list.

These results present the following opportunities for Bagong Pag-asa Elementary School as

it continues to provide quality education despite the limitation brought by the pandemic:

- a. Increase awareness and use of mental health services in lined with the MHPSS.
- b. Conduct programs, projects and activities that promotes independent learning skills among parents and pupils alike.
- c. Provide engaging online environment which includes significant pupil-to-pupil, pupil-to-parent and pupil-to-teacher interaction.
- d. Involve parents and stakeholders in school planning team to reflect their needs in the Basic Education – Learning Continuity Plan (BE-LCP) for the school year 2022– 2023.

Table 4. Adjusting to new study environment

	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		\bar{x}	Ss
	N	%	N	%	n	%	n	%	n	%		
a. Experiencing difficulty with trying to focus or concentrate	47	4.1%	110	9.6%	234	20.5%	441	38.7%	309	27.1%	3.60	1.90
b. Studying at home is not ideal	87	7.6%	180	15.5%	317	27.8%	287	25.2%	270	23.7%	3.33	2.16
c. Finding a place to study	52	4.6%	126	11%	277	24.3%	393	34.4%	293	25.7%	3.52	1.96
d. Prefer to be on school to study	57	5%	76	6.7%	222	19.5%	314	27.5%	472	41.4%	3.75	1.99
e. Getting use to studying at home	99	8.7%	152	13.3%	341	29.9%	334	29.3%	215	18.8%	3.29	2.06
f. Generally adjusting to changing study environment	37	3.2%	103	9%	291	25.5%	398	34.9%	312	27.3%	3.59	1.89

Table 4 shows the data about the parents’ perception on their adjustment to new environment. The data revealed that parents agree ($\bar{x} = 3.60$) that they experiencing difficulty with trying to focus during the distance learning. In addition to this parents also agree that studying at home is not ideal ($\bar{x} = 3.33$).The data

also showed that parents confirm that they need to find a place to study ($\bar{x} = 3.52$)and parents prefer to be on school to study ($\bar{x} = 3.75$). Despite these, parents agree ($\bar{x} = 3.29$) agree that they are getting use to studying at home. Overall, parents agree ($\bar{x} = 3.59$) that they are adjusting to changing study environment.

Table 5. Issues with teacher

	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		\bar{x}	Ss
	N	%	N	%	n	%	N	%	N	%		
a. Unclear instruction	121	10.6%	234	20.5%	321	28.1%	276	24.2%	189	16.6%	3.12	2.17
b. Teacher has been struggling with the transition	113	9.9%	241	21.1%	396	34.7%	243	21.3%	148	13%	3.05	2.05
c. Teacher not doing video/Zoom /GMeetlessons	205	18%	306	26.8%	325	28.5%	172	15.1%	133	11.7%	2.80	2.21
d. Accommodations are not occurring (Access pupils,	113	9.9%	207	18.1%	419	36.7%	240	21%	162	14.2%	3.09	2.05

leniency on assignments or exams, GMeet/Zoom instruction happening while students are at work)													
e. Teacher not being responsive to students	348	30.5%	349	30.6%	252	22.1%	118	10.3%	74	6.5%	2.45	2.13	
f. Teacher not being understanding of the current situation	318	27.9%	364	31.9%	268	23.5%	122	10.7%	69	6%	2.48	2.07	
g. No consensus on how applications are used across teachers	163	14.3%	275	24.1%	439	38.5%	165	14.5%	99	8.7%	2.83	1.97	

Table 5 show the data about parents' issue with their teachers. Parents partially agree ($\bar{x} = 3.12$) that teachers give unclear instructions. They also partially agree ($\bar{x} = 3.05$) that teachers have been struggling with the transition. In connection to this, parents partially agree ($\bar{x} = 2.80$) that teachers do not conduct their lessons in Google Meet / Zoom and do not

accommodate the learners while at work ($\bar{x} = 3.09$). Furthermore, parents partially agree ($\bar{x} = 2.45$) that teachers are not responsive to students, not being understanding of the current situation ($\bar{x} = 2.48$) and have no consensus on how applications are used ($\bar{x} = 2.83$).

Table 6. Interaction

	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		\bar{x}	Ss
	N	%	N	%	N	%	N	%	N	%		
a. Unable to interact with teachers	165	14.5	294	25.8%	342	30%	209	18.3%	131	11.5%	2.89	2.14
b. Social isolation or feeling less connected to other	90	7.9	181	15.9%	359	31.5%	321	28.1%	190	16.7%	3.23	2.03
c. Unable to interact with classmates or peers	77	6.7	170	14.9%	339	29.7%	333	29.2%	222	19.5%	3.31	2.04
d. Unable to communicate with counsellors, GABAY-aral tutors	100	8.8%	165	14.5%	329	28.8%	322	28.2%	225	19.7%	3.28	2.10

Table 6 show the data on how parents perceive the interaction of their children with other during the distance learning education. Parents partially agree ($\bar{x} = 2.89$) that their children were unable to interact with teachers. They agree ($\bar{x} = 3.23$) that children experience

social isolation and were unable to interact with classmates or peers ($\bar{x} = 3.31$). Lastly, parents agree that children were unable to communicate with counselors and GABAY-aral tutors.

Table 7. Issues and concerns related to technology or resources

	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		\bar{x}	Ss
	N	%	N	%	N	%	N	%	N	%		
a. Experiencing difficulty with technology or	67	5.9%	151	13.2%	244	21.4%	364	31.9%	315	27.6%	3.49	2.08

applications (Gmeet, Zoom, Google Classroom, FB pages, FB Group Chats, internet issues)													
b. Lack of resources (books, art supplies/equipment for class, applications/compatibility, internet/Wi-Fi, laptop, printer, software/communication software, uses phone)	91	8%	140	12.3%	245	21.5%	344	30.1%	321	28.1%	3.46	2.14	
c. Issues or uncomfortable with technology	88	7.7%	146	12.8%	307	26.9%	331	29%	269	23.6%	3.38	2.10	
d. Shares devices (laptop, internet)	92	8.1%	108	9.5%	265	23.2%	353	30.9%	323	28.3%	3.49	2.09	

Table 7 show the data about issues and concerns related to technology or resources. Parents agree to all the survey questions in this area of concern: a. Experiencing difficulty with technology or applications (Gmeet, Zoom, Google Classroom, FB pages, FB Group Chats, internet issues) ($\bar{x} = 3.49$), b. Lack of resources (books, art supplies / equipment for class, applications / compatibility, internet / Wi-Fi, laptop, printer, software / communication software, uses phone)($\bar{x} = 3.46$), c. Issues or uncomfortable with technology($\bar{x} = 3.38$), d. Share devices (laptop, internet)($\bar{x} = 3.49$).

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