



PERCEPTION OF PARENT-STAKEHOLDERS IN THE SCHOOLS' READINESS AND IMPLEMENTATION OF DISTANCE LEARNING MODALITIES AT EASTERN SAMAR NATIONAL COMPREHENSIVE HIGH SCHOOL

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ABSTRACT

The prime purpose of the study is to highlight the relationship between perceived schools' readiness for distance learning and the perceived effectiveness of schools' implementation of distance learning modalities of parents in Eastern Samar National Comprehensive High School, Borongan City Division, province of Eastern Samar, among parents whose children are recipients of the Pantawid Pamilyang Pilipino Program (4P's) and officially enrolled during the school year 2021-2022. As a result, the researcher decided to investigate how well-prepared and successful the schools were at integrating distance learning modes from the perspective of the parents of students enrolled in ESNCHS. The researcher investigated the correlational relationship between readiness and perceived effectiveness of the three primary distance learning modalities in terms of curriculum support, instructional support, and overall learning program among Pantawid Pamilyang Pilipino Program (4Ps) recipient parents of Eastern Samar National Comprehensive High School for the School Year 2020-2021. The results appear to make sense due to the "ready" and "very effective" perceptions of the respondents based on the previously presented results. The finding implies the need to continuously implement good practices in monitoring learners' learning activities even if they are not in school; that the teacher-parent relationship be strengthened through focus group activities to identify their strengths and weaknesses in assisting their children; and to regularly review the preparation, distribution, and retrieval of learning modules mechanism to cater the learning needs of the students better.

KEYWORDS: *Distance learning, Readiness of implementation, parent-stakeholders, COVID-19 Pandemic*

INTRODUCTION

The global pandemic affected almost all sectors of the world. Upoalkpajor and Upoalkpajor(2020) reported the degrading financial impact of COVID19 on business, modes of communication, health, and ultimately – on schools' closure. The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020) estimated that 87 percent of the students were affected by school closures from 180 countries. Randall et al. (2020) reported that most educational institutions around the world canceled in-person instruction and moved to remote learning and teaching in March 2020 in an attempt to contain the spread of COVID-19, in the Philippines. The lockdowns have put an unprecedented challenge to the government to ensure that there should be continuity of learning (Chang & Yano, 2020). Several countries have adopted different measures to deal with the educational crisis, including digitalization and distance education platforms.

Digitalization in education is not a new concept. The Department of Education (2020), via Memorandum DM-CI-2020-00162, dated July 21, 2020, set up guidelines on the proper delivery of online learning for about 1 to 4 hours a day. However, several studies showed that minimalization of instructional time impacts quality learning. For instance, Stanca (2006) found that after accounting for unobservable student traits, gaps in attendance show a statistically significant and quantitatively relevant impact on student learning. Anent to that, Aucero and Romano (2016) observed that an increase of 10 days of instruction improves test scores by 1.7%. Given this situation, parents are given opportunities to monitor their children's learning and activities. As a matter of fact, Anger and Heineck (2010) opined that individuals' cognitive skills are positively associated with their parents' ability, and they concluded that parental education plays a vital role in explaining the transfer of cognitive skills.

Unfortunately, not all learners share the same opportunity. Some learners have digital facilities at home, that made them still connected to their classmates, teachers and the lessons. one may assume that schools attended by more advantaged children could have found it



easier to adapt to online learning following COVID-19. In a survey conducted by Di Pietro et al. showed a digital divide among primary schools in Ireland by about 20% of primary schools who had no arrangements in place to keep contact with their students following the closure of schools. In the Philippines, the opening of the school year 2020-2021 took two months behind its original schedule due to many factors. A survey conducted among parents of Eastern Samar National Comprehensive High School (ESNCHS) last May of 2020 guided the schools' division officers to release Division Memorandum 124-A entitled "*implementation of the printed modular learning approach as a default learning modality in line with the basic educations services delivery in the new normal for the Department of Education schools division of Eastern Samar*" which clearly impose the use of printed modular learning approach as a default learning modality due to unstable internet connectivity, and lack of necessary digital facilities. The big question still remains: Are the schools ready for this? Were there available and ample facilities? What roles will the parents play in the continuity of education?

Parents indeed are faced with huge responsibilities to look into the learning whereabouts of their children. Wang et al. (2020) recommended that parents be taught interventions on providing emotional support to children at times of uncertainty. As much as these initiatives are found to be appropriate to address the needs of the time, it has also given a challenging routine to parents who are working away from home and simultaneously take responsibility of their children's learning. However, parents be actively engaged in supporting, providing, and sustaining adequate learning materials in new normal education. Schools must improve learning materials, facilities, and always monitor learning outcomes provided with necessary interventions for academically challenging learners (Anabo, 2023).

Hence, the researcher decided to examine selected schools' readiness and effectiveness in implementing distance learning modalities in the lens of parents among learners enrolled in ESNCHS. Specifically, this study will be focusing on families who are recipients of the Pantawid Pamilyang Pilipino Program (4Ps) in the said locality, as up to date, there is a lack of reviews and studies in this area of concern. Hence, this study aims to fill this gap of information.

OBJECTIVES OF THE STUDY

This study aimed to document the perception of parent-stakeholders in the schools' readiness and implementation of distance learning modalities in ESNCHS, Borongan City Division province of Eastern Samar, for the school year 2021- 2022.

Specifically, this study was directed towards the attainment of the following research objectives.

1. Describe the socio-demographic characteristics of the parent-respondents in terms of
 - 1.1. Source of income
 - 1.2 Educational attainment
 - 1.3 Family size;
2. Determine schools' readiness to distance learning as perceived by the parent-respondents in terms of
 - 2.1 Modular distance learning
 - 2.2 Online distance learning
 - 2.3. Radio/TV based instruction;
3. Describe respondents' perceived effectiveness of school's implementation of the distance learning modalities in terms of
 - 3.1 Program accessibility
 - 3.2 Instructional support
 - 3.3. Over-all educational programs;
4. Test the significant relationship between the parent-respondents' perceived schools' readiness to distance learning and their perceived effectiveness of schools' implementation of the distance learning modalities.
5. Test significant difference in parent-respondents' perceived readiness and effectiveness of distance learning modalities when grouped according to their socio-demographic characteristics.

SIGNIFICANCE OF THE STUDY

The study results may benefit the following people concerned with the continuous delivery of learning in times of pandemic.

Teachers. This study shall provide information on parents' challenges as they assist their learners with their chosen learning modality.

School Principal. Results of this study will guide them in reviewing the schools learning continuity plan and provide necessary provide, answering issues about their offered learning modalities.

Educational Planners and Policy Makers. This study may serve as their basis to plan and implement reforms and innovations geared towards meeting the global challenge of a competitive and comparable educational system.



Researchers. The study would reference researchers undertaking similar or relevant studies and as a springboard for other research topic areas.

SCOPE AND DELIMITATION OF THE STUDY

This study was conducted in Eastern Samar National Comprehensive High School, Borongan City Division, province of Eastern Samar, among parents whose children are recipients of the Pantawid Pamilyang Pilipino Program (4P's) and officially enrolled during the school year 2021-2022. Highlighting the relationship between perceived schools' readiness to distance learning and the perceived effectiveness of schools' implementation of distance learning modalities of parents is the prime purpose of this study. Likewise, the present study described parents' socio-demographic profile concerning their source of income, educational attainment, and family size.

CONCEPTUAL FRAMEWORK

The research will investigate the correlational relationship between readiness and perceived effectiveness of the three primary distance learning modalities in terms of curriculum support, instructional support, and over-all learning program among Pantawid Pamilyang Pilipino Program (4Ps) recipient parents in three non-central elementary schools in the Taft district, province of Eastern Samar for the School Year 2020-2021.

The variables mentioned above are expected to be mediated by parents' socio demographic characteristics in terms of family source of income, educational attainment, and family size. From this framework, implications will be drawn based on the results of this study.

Figure 1 is the proposed schematic diagram of the study. The first box shows the predictive variables grouped into parents' readiness on distance learning modalities to wit, modular distance learning, online distance learning, and Radio/TV based instruction, and this will be correlated to the criterion variable in the second box, which is parents perceived effectiveness of the said modalities.

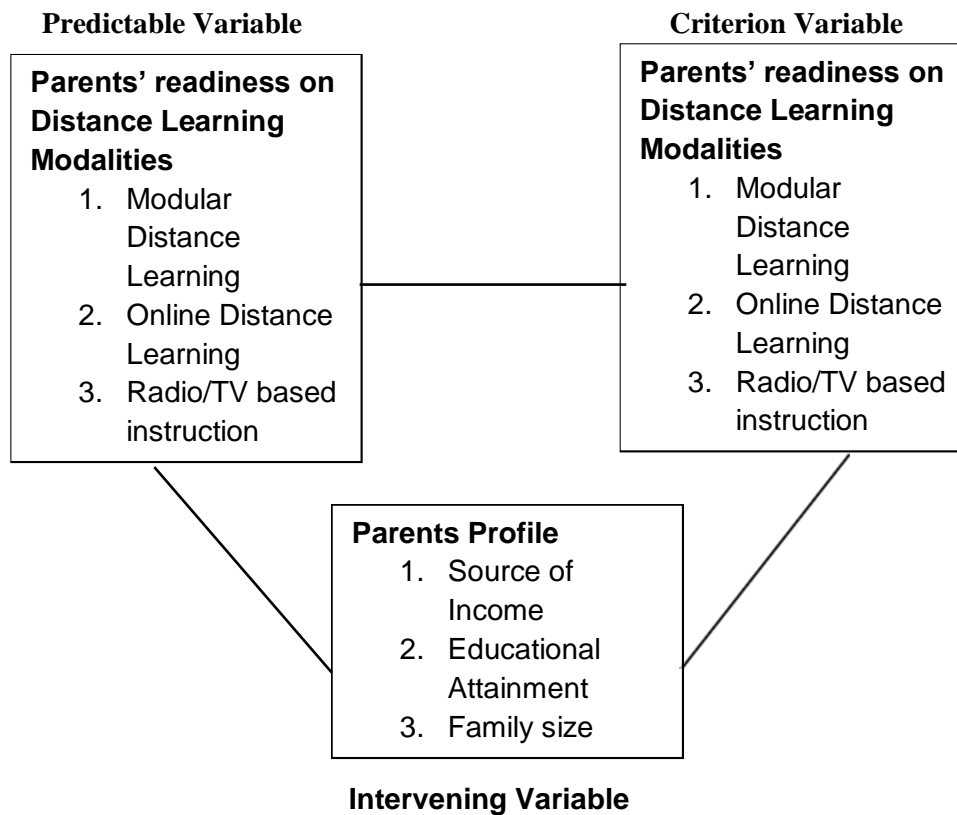


Figure 1. The schematic diagram



MATERIAL AND METHODS

Research Design

The researcher used a correlational-comparative research design in assessing schools' readiness and the effectiveness of the implementation of various distance learning modalities of Eastern Samar National Comprehensive High School during the School Year 2020-2021.

Before the conduct of correlational and comparative analyses, the researcher collected data among parent-respondents, specifically on their socio-demographic profile, which served as the springboard for comparative purposes. The correlational portion of this investigation focused on measuring and determining if a significant relationship exists between schools' readiness and effectiveness in the delivery of distance learning.

Locale of the Study

This study was conducted in Eastern Samar National Comprehensive High School of Borongan City Division. This school was chosen as this schools have a considerable number of students who are recipients of the Pantawid Pamilyang Pilipino Program (4Ps) of the present administration considering the student population of 4,830 in both Junior High School and Senior High School. Further analysis of their reading levels showed no significant difference ($F = 3.145, p = 0.003$); hence are comparative.

Respondents of the Study

This study's respondents are parents of secondary learners who are recipients of the Pantawid Pamilyang Pilipino Program, studying in ESNCHS. The researcher also ensured that the identified respondents are parents of learners who are officially registered in the learners' information system (LIS) for the school year 2021-2022.

Sampling Procedure

The respondents of this study were selected through a random sampling method using fish bowl techniques. The said sampling scheme is deemed appropriate due to the relative number of respondents.

Research Instrument

The researcher used a three-part questionnaire composed of (1) respondents' socio-demographic profile, (2) perceived school readiness, and (3) perceived effectiveness of distance learning modalities to be filled out by the parent-respondents.

The first part of the instrument asked for parent-respondents' profiles, including their name (but not totally required for ethical consideration), the school where their children are currently enrolled, income source, educational background, and family size.

The second part is a 5-point Likert-based 15-item questionnaire which captured respondents' perceived school readiness in each of the three identified distance learning modalities; modular distance learning (1-5), online distance learning (6-10), and TV-Radio based distance learning (11-15). Most of the descriptions are taken from DepEd Central Office Memorandum DM-CI-2020-00162, which suggests actions and strategies employed by most public schools in the country.

The last part of the instrument deals with respondents' perceived effectiveness on the implementation of distance learning modalities using an adapted 15-item research instrument of Butz (2017). Two items were deleted as they are not suitable for the required research answers. Also, the point of view was changed from student to parent.

Data Gathering Procedure

The data gathering proceeded after the compliance of all the requisite permission from concerned government agencies. Initially, the researcher sought permission to conduct the study from the principal of the said school. When the said approval was given, letters were addressed to the advisers of the identified class requesting them permission to conduct the data gathering procedure.

Only upon their consent that the survey using the test instrument was commenced among the identified respondents. Moreover, the researcher followed necessary health protocols, including the wearing of face mask, face shield, and personal protective equipment suit.



Data Analysis

The data were tabulated, organized, analyzed, and interpreted with the use of descriptive as well as inferential statistical tools, including frequency count, percentage, median, Kruskal Wallis H-test, One-way Analysis of Variance (ANOVA), and Spearman's rank correlation.

Frequency Count and Percentage. For the first objective, these tools will be used in determining the respondents' socio-demographic profile in terms of the source of income, educational attainment, and family size. A percentage is a way of expressing a proportion computed as proportion times 100.

Median. This measure will be employed to determine the perceived readiness and effectiveness in distance learning modalities, and since Likert scale is quasi-interval data in nature, the median is most appropriate.

Spearman's Rank Correlation. This type of correlation for non-parametric data will be used to determine the relationship between perceived readiness (ordinal) and the effectiveness of distance learning modalities (ordinal) as rated by the respondents. Since the two data sets are both ordinal, the non-parametric Spearman Rank correlation will be used.

Kruskal Wallis H-Test. In comparing the perceived readiness and effectiveness, respectively, concerning respondents' profiles. The non-parametric Kruskal Wallis H-test will technically be used due to the ordinal characteristic and possibly non-normal distribution of data.

Ethical Considerations

This study followed the appropriate research ethics guidelines. Consent forms were given and collected from the involved participants, and a permit from government sectors directly concerned in this investigation. The participants were assured that these data will be kept confidential and could not be used in any legal actions against them. Moreover, the heads of each school will be informed about the findings of this study.

RESULT AND DISCUSSIONS

Profile of the respondents

The first part of this investigation aimed to describe the respondents' basic profile, specifically focusing on their main source of income, educational attainment, and family size as indicators of their socio-economic status. Results from the descriptive analysis of the data collected, via frequency and percentage among the 100 parent-respondents whose children, are enrolled in upstream barangay elementary school and are recipients of the Pantawid Pamilyang Pilipino Program also known as 4Ps are presented in Table 2 below.

Among the respondents, one-third of them considered crops and agricultural farming as their primary source of income. This can be attributed to the fact that 51.10% of the lands in the province of Eastern Samar are utilized for farming purposes and that rice production is the major source of income in the municipality of Borongan City, Eastern Samar (Department of Agriculture, 2019). While 23% of the total respondents work as a laborer. Surprisingly, almost one-fifth of the entire populace considered a combination of livestock and poultry, and small wages, while a combination of the three major sources of income was taken by only 5% of the parent-respondents as their means of everyday living. A similar result was observed in the evaluative study made by Montilla, Delavin, Villanueva, and Turco (2015) on the Pantawid Pamilyang Pilipino Program in the Philippines, to which one-fourth or 25% of the respondents belong to the farming industry. Since all of them filled out this variable, it goes to say that the recipients of the government assistance program are employing all means to support the education of their children.

In terms of educational attainment, which was divided into those who have acquired a diploma and those who only reached such a level, the data shows that 18% reached a secondary level of education, followed by secondary graduates with a difference of 1%. Examining closely, one-fourth of the populace, or 15 respondents reached an elementary level, while only one among the respondents attained a college degree. These results are related to the 2019 national-based study of Sanchez

Danday and her colleagues. They found that almost half of 4P's recipients reached high school or secondary level of education. In addition, Catubig and Villano (2017) found parents' socioeconomic status as an essential factor affecting enrollment and attendance of students at school. This finding offers a broader perspective in analyzing parents' position in education most especially in the time pandemic. While previously conducted studies by Sanchez-Danday et al. (2019) and Catubig and Villano (2017) only focused on respondents who garnered degrees in elementary, secondary, and tertiary education they delimited those who were not able to reach such levels which result from the present study showed huge and significant number by around 29%. The findings imply the need to



examine parents' capabilities and capacitate them in properly assisting their children in answering activities embedded in the modules. using the most appropriate language and mechanics possible.

The last profile variate identified as family size showed that 47% or 47 families recipients of the 4P's program came from a small family size with at most four children.

In comparison, 36% of the entire populace belongs to a large family size with at most eight children in the family. Surprisingly, 10% of the respondents have only one child in the family. Zarsuelo and her colleagues opined family size is significantly correlative to a household's monthly income, as perceived by 4ps beneficiaries in Lucena City, Philippines.

Table 2. Profile of the respondents

	Respondents' Profile	Frequency N=102	Percent
Source of Income	Crops and Agricultural Farming	33	33
	Livestock and Poultry	6	6
	Small wages through labor	23	23
	Farming and Small wages	7	7
	Farming and Livestock	7	7
	Livestock and small wages	19	19
	Farming, Livestock and small wages	5	5
Educational Attainment	Elementary level	15	15
	Elementary graduate	13	13
	Secondary level	18	18
	Secondary graduate	16	16
	College level	4	4
	College graduate	1	1
Family Size	Very small	10	10
	Small	47	47
	Large	36	36
	Very large	7	7

Schools' readiness to distance learning as perceived by the respondents

The second objective of this investigation focuses on the schools' readiness to deliver distance learning education through a modular approach as perceived by 4ps parents of ESNCHS, for the School Year 2020-2021. The indicators of schools' readiness are subdivided into three, namely on preparation, distribution, and retrieval of learning materials and answer sheets/learning outputs, which were analyzed via one of the measures of central tendency – the Median due to the ordinal characteristic of the data as suggested by San Pascual and Bunquin (2020), in analyzing the level of schools' readiness as shown in Table 3 below.

In terms of the preparation of learning materials, all ten indicators were perceived to be “ready” with a median score of 4. The result shows that the instructions for the activities, text and image formats, and time allotment are appropriate and readily prepared by the teachers. The findings support Kizlik's (2014, p. 10) notion that “the preparation and evaluation of learning materials are the major determinants of the quality of developed learning modules in terms of its worthiness, goodness, validity, and legality of such materials”. Also, Maile and Cooper (2008) considered print legibility as a major factor that improves learners' interest and readability of letters and words while reading. The findings imply the immeasurable efforts made by elementary teachers in preparing learning materials suitable to the student's learning needs, most especially in the delivery of modular education in the time of the pandemic. In terms of the distribution of learning materials, the respondents perceived school linkages and assigning of pick-up points as “very highly ready” among the four barangay elementary schools with a median score of 5. However, they all scored low in the regular and weekly distribution of deliverables with a median score of 3.5. Overall, the schools were perceived to be “ready” in the distribution of learning materials most safely and comfortably possible as indicated by the overall median score of 4. The result is related to Sarmiento, Sarmiento, and Tolentino (2021) findings stating that various institutions must support the planning and execution of school health protocols during a pandemic, positioning the huge role of the government in maintaining a working dynamic in the continuous delivery of education. In terms of the retrieval of learning materials, the schools are perceived to be “very highly ready” in terms of announcing



the schedule for retrieval of learning materials and the availability of a storage box where modules are placed. Likewise, According to Anabo, R. O., et.al., (2023) establishing the school served as a basis in terms of administrative decisions and functions whether the school is to be established or not. The feasibility study made use of survey analysis and interviews of the respondents from the potential learners who are willing to enroll and from constituents who are willing to support opening a new school. The teacher's capability to address issues and monitor delivered modules is appraised to be between ready and highly ready with a median score of 4.5. On an overall scale, the schools and assigned personnel are ready to retrieve learners' outputs and provided modules as indicated by the overall median score of 4. The result is related to the findings of Smith, Burdette, Cheatham, and Harvey (2016) on the full understanding of parents and teachers on their roles during distance learning. It likewise provides a micro-answer to the major challenge posed by Brossard, Cardoso, Kamei, Mishra, Mizunoya, and Reuge (2020) in their study on learning deprivation in the Philippines in the times of pandemic.

Table 3. Schools' readiness to distance learning as perceived by the respondents

Indicators of School Readiness	Median	Interpretation
Preparation of Learning Materials		
• The distributed learning materials are easy to read	4	Ready
• The distributed learning materials' illustrations are identifiable	4	Ready
• The website links' contents are suited to learners	4	Ready
• The answers' key is appended in the learning material	4	Ready
• Monitoring tool used in assessing learners progress is provided.	4	Ready
• The information put on the module are accurate	4	Ready
• The colors and font style used in the module are not distracting.	4	Ready
• The contents of the modules are relatable to the learners	4	Ready
• The time allotted in answering activities in the modules are just and appropriate	4	Ready
• The directions and instructions are easy to comprehend	4	Ready
Over-all Median	4	Ready

Schools' effectiveness to distance learning as perceived by the respondents the third objective of this investigation determine the schools' effectiveness in implementing modular distance learning education as evaluated by 4P's parents in upstream barangay elementary schools in the municipality of Taft, province of Eastern Samar, during the first two quarters of the School Year 2020-2021. The indicators of schools' effectiveness are subdivided into two, namely, monitoring and assessing learning. Data collected through the given researcher-made questionnaire were analyzed using the median due to the ordinal characteristic of the data as suggested by San Pascual and Bunquin (2020), as depicted in Table 4 below. In terms of monitoring learning, the results show that teachers are "extremely effective" in aiding learners on topics they find difficult to deal with while providing a learning calendar for required tasks. In general, teachers are "effective" in implementing home visitation, communicating with parents concerning learning issues, giving marks on learners' works, and requesting video captures of learners while doing the required tasks. Overall, teachers are found to be effective in monitoring learning using the most appropriate and safety-abiding ways possible, with an overall median score of 4.

In terms of the assessment of learning, the respondents perceived the use of learners' portfolios as "extremely effective" with a median score of 5, in understanding learners' progress towards the mastery of learning competencies. Unfortunately, none of them perceived the use of online quizzes as an effective means in assessing learners with a median score of 1. In general, the majority of the responses centered on the "very effective" use of 10-item test assessment, reflection paper, assessment rubrics, self-checking tests, and procedural checklist-based activities in the evaluation of learners' understanding. Overall, the results show that teachers and schools employed



appropriate assessment strategies measuring the learning competencies set by the Department of Education. The result shared the same view as Mohmmmed, Khidhir, Nazeer, and Vijayan (2020) on the necessity to integrate emergency remote instruction to ensure that all learners are thoroughly supported and that giving of regular feedback on their work must be regularly practiced. Tümen Akyildiz (2020) qualitative undertaking on the perception of college students during the pandemic opposed the seemingly effective delivery of modular distance education in the country, as he specified traditional forms of assessment, loads of assignment, and time management as factors affecting learners' academic outcomes, negatively. The findings imply the need for teachers to be capacitated in the use of non-traditional assessment tools such as Google Forms and Kahoot in their respective classrooms, as it is perceived to be their weakest point.

Table 4. Schools' effectiveness to distance learning as perceived by the respondents

Indicators of Schools' Effectiveness	Median	Interpretation
Monitoring of Learning		
• The teacher conducts home visitation to monitor learning progress	4	Very Effective
• The teacher regularly inquires among parents their difficulties and suggests actions to aid their children learning	4	Very Effective
• The medium of communication used by the teacher is appropriate	4	Very Effective
• The teacher provides necessary learning interventions via appropriate materials.	4	Very Effective
• The teacher assists learners on topics they find too hard to comprehend via virtual means	5	Extremely Effective
• The teacher provides up-to-date verbal and note-based remarks on learners' work	4	Very Effective
• The teachers provide flexible learning schedule appropriate to various learners	4	Very Effective
• The teacher regularly checks learners' status in accomplishing tasks in the modules through phone calls/personal messages	4	Very Effective
• The teacher asks parents to video capture their parents while doing their learning tasks	4	Very Effective
• The teacher provides learning calendar on tasks required to be completed.	5	Extremely effective
Over-all median	4	Very Effective

Table 5. Test of association between respondents' profile indicators and their perceived schools' readiness and effectiveness in implementing distance learning.

Predictive Variables (N = 100)	Criterion Variables			
	Readiness		Effectiveness	
	Result	Interpretation	Result	Interpretation
Source of income	$\phi(c) = .704$ $p = .538$	Strong association Not significant	$\phi(c) = .624$ $p = .288$	Strong association Not significant
Educational attainment	$\tau = -.073$ $p = .334$	Negligible correlation Not significant	$\tau = -.157$ $p = .034$	Weak correlation Significant
Family size	$\tau = -.049$ $p = .534$	Negligible correlation Not significant	$\tau = .022$ $p = .785$	Negligible correlation Significant

$\alpha = .05$



Relationship between schools' readiness and effectiveness to distance learning as perceived by the respondents. In testing the relationship between schools' readiness and effectiveness to distance learning as perceived by the respondents, the non-parametric Spearman rho test of correlations was employed. Such test was employed due to the non-linear display of the criterion variables and the same source of data, ordinal based-Likert items. The results are interesting and help justify a significant relationship between the identified predictive (readiness) and criterion (effectiveness) variables. As shown in Table 6, the distribution of learning materials and the effectiveness indicators in terms of monitoring of learning ($\rho = .559, p < .05$) and assessment of learning ($\rho = .516, p < .05$), respectively, are both found to have a moderately significant relationship. A similar trend was observed between retrieval of learning materials and monitoring of learning ($\rho = .541, p < .05$). The results show that the distribution and retrieval of learning materials impact the monitoring of learning, attributing to the fact that parents during these activities are being asked about the issues and concerns faced by them children, paving the way for teachers to conduct home visitation and limited face-to-face remedial activity as interventions to such problems.

The results are directly compared with the previously reported findings of Hill (2011) on the critical impact of school-level factors and practices in assessing learners' level of understanding, thereby addressing educational constraints and the like.

According to Jamer; F.T. & Anabo, R.O. (2023) students approach their career decision-making from different standpoints and experiences and comprehending students' perspectives on career decision-making, curriculum implementers need to enhance the content of the subject matter so that the 21st-century skills, scientific and technological innovations are included.

The results appear to make sense due to the "ready" and "very effective" perceptions of the respondents based on the previously presented results. The finding implies the need to continuously implement good practices in monitoring learners' learning activities even if they are not in school; that the teacher-parent relationship be strengthened through focus group activities to identify their strengths and weaknesses in assisting their children; and to regularly review the preparation, distribution, and retrieval of learning modules mechanism to cater the learning needs of the students better.

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

This part contains a summary of the study. It also includes the findings and conclusions which are consistent with the statement of the problem. Lastly, this chapter also provides a set of recommendations based on the set of generalizations.

Summary of Findings

This investigation utilized a correlational research approach to assess schools' readiness and the effectiveness of modular distance learning in Eastern Samar National High School, during the School Year 2020-2021. The respondents are parents whose children are currently enrolled in the said school. Furthermore, the identified families are recipients of the Pantawid Pamilyang Pilipino Program. A researcher-made instrument covering indicators of the variables as mentioned above validated using reliability-based Kappa analysis was utilized in collecting necessary data. The data gathered were analyzed and statistically treated using frequency and percentage (profile); median (assessing schools readiness and effectiveness); Cramers V test of association between parents' source of income (nominal data) and schools readiness and effectiveness (ordinal data); Kendall's Tau B for the test of association between parents' educational attainment and family size to that of schools readiness and effectiveness (both are ordinal data); Spearman rho test of the relationship between school's effectiveness and readiness in implementing distance learning (since they both shared the same characteristic of data derived from 5-point Likert items); and Kruskal Wallis H test in determining if significant difference on schools readiness and effectiveness, do exist. Among the respondents determined through the total enumeration approach, 33 earned from crops and agricultural farming, followed by 27 parents who worked as laborers, while only five employed a combination of farming, small wages through labor, and livestock production. The parents who have reached the elementary level of education composed 19% of the total respondents, followed by 18 respondents who have earned secondary education, while only one finished a college degree. The data also revealed that 47 respondents came from small-sized families, while seven respondents belonged to a very large family category.

In terms of school readiness in implementing distance learning, the results unveil an overall median score of four (4) in terms of preparation, distribution, and retrieval of learning materials, which means that the schools are ready for such an endeavour. Notably, the school's linkages to barangay government officials, designation of pick-up points, and availability of storage boxes were perceived to be very highly ready with a median score of 5.

In terms of schools' effectiveness in implementing distance learning, the results showed an overall median score of four (4) in monitoring and assessing learning, which means that the schools are very effective in such programs. Notably, teachers' intervention through home



visitation, provisions for a learning calendar, and requiring a learning portfolio among learners is extremely effective in monitoring and assessing learners' understanding with a median score of 5. After employing Spearman's test of the relationship between schools' readiness and effectiveness in implementing distance learning, the results centered on low and moderate relationships between the variables.

The preparation of learning materials and monitoring of learning are related by around 46.90%, while around 46.10% to that of assessment of learning; they are categorized as significant low relationships since their p-values are lower than the 5% level of significance. The distribution of learning materials and monitoring of learning are related by around 55.90%, while about 51.60% related to that of assessment of learning; both of them are categorized as significant moderate relationships since their p-values are lower than the 5% level of significance. The retrieval of learning materials and monitoring of learning are moderately related by around 54.10% while about 48.30% lowly related to that of assessment of learning; similarly, these results showed a significant relationship since they are within the threshold score of the rejection area. It can be understood that monitoring of learning has a higher level of relationship to school readiness indicators than the assessment of learning.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn.

1. The majority of the respondents earned a living through crops and agricultural farming. They also have reached a secondary level of education and belong to small families.
2. ESNCHS secondary school is perceived to be ready to implement distance learning. This was made possible through working linkage among schools' external and internal stakeholders and proper information drive.
3. ESNCHS secondary school is perceived to be very effective in implementing distance learning. This was made possible via teachers' on-time home visitations and checking of learners' learning portfolios.
4. There is a significant negative association between parents' educational attainment and the perceived effectiveness of modular distance learning implementation. Given that most parents have only achieved an elementary level of education, this delimits their capacity to assist their children, most especially in checking their outputs and treating learning misconceptions.
5. There is a significant positive relationship between a school's readiness and effectiveness in implementing distance learning. Thus, schools that are found to be ready to enforce provisions of their learning continuity plans are likewise effective in evaluating learners' learning outcomes.

Recommendations

From the salient findings and conclusions, the following recommendations are advanced:

1. The Department of Education should provide a guidebook to parents that will enable them to assist their children in answering learning modules correctly.
2. There is a need to review schools' learning continuity plans and to strengthen linkages with other stakeholders. Also, benchmarking to schools with quality and best practices in implementing distance learning should be done among poor-performing schools.
3. Future researchers must investigate external factors to provide a clear picture of the intricate factors affecting a school's effectiveness in delivering education during the time of pandemic.

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