

**PARENT'S PERCEPTION ON THE EFFECTIVENESS OF DISTANCE
EDUCATION AFTER TYPHOON ODETTE**

**College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

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June 2022

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EDUCATION AFTER TYPHOON ODETTE

A Thesis
Presented to the Faculty of the
College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

In Partial Fulfillment
of the Requirements for the Degree
In Bachelor of Secondary Education

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June 2022




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This thesis entitled "PARENT'S PERCEPTION ON THE EFFECTIVENESS OF DISTANCE EDUCATION AFTER TYPHOON ODETTE", prepared and submitted by Aida S. Cahucom, Joyce B. Maglente, Jay C. Nuera and Shy Khryss E. Sarong in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education major in Mathematics has been examined and recommended for acceptance and approval for oral defense.


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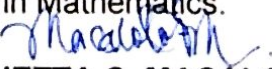

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Acknowledgement

This is a joyous occasion in our lives because, despite all the difficulties and tribulations, we have finally demonstrated our finest and greatness. The researcher would like to express their gratitude to the Almighty God who has been the source of all human knowledge, who makes all things possible and who has been their refuge in all endeavors.

Sincere gratitude and heartfelt appreciations were extended to the following important people, who, in one way or another, were very instrumental and had contributed a lot in the completion of this research:

Ms. Donna Ruth P. Talo, MSc., Research Adviser and Statistician, for sharing unfathomable ideas, for sacrificing valuable time and effort in evaluating the researchers' work, for imparting expertise in research, for timeless support that lead to the success of the study;

Mearie Jean A. Faustino MAEd, Research Editor for being approachable and has enough patience in making corrections for the improvement of the manuscript.

The Mayor and staff of the Municipality of Loboc, Bohol, for their warm welcome and accommodation, the approval to conduct our study in their municipality;

The parents of Candabong and Ugpong Loboc, Bohol having a highschool students enrolled in distance education, research respondents, for their

warm welcome and active participation in the study. Through the aid of their responses, this study was made possible;

The parents of Campagao Highschool, Bilar, Bohol, Pilot Test respondents, for their time, honesty, and support to accomplish the study;

Dr. Marietta C. Macalolot, Campus Director, Bohol Island State University-Bilar Campus for her harmonious approval of the study;

Dr. Ma. Quimar Q. Gahit, Dean, College of Teacher Education, for her patience, understanding, suggestions, and encouraging remarks;

Dr. Librada S. Quilas, Chairperson, Department of Secondary Education for her encouragement and valuable suggestions;

Ma. Geraldine Merlas, School Librarian, for providing the researchers with necessary library resources for the research; and,

Victoriano Sarong and family, for their warm hospitality and providing a comfortable stay of the researchers.

The researchers earnestly express their deepest sense of indebtedness to their loved ones, friends and colleagues who gave their extensive love and care, financial support and inspiration for the realization of this study.

Moreover, to all the persons who contributed and whose names may not appear here, the researchers thank you for your precious time, effort and support in making the completion of this study attainable.

The Researchers

DEDICATION

This simple piece of work is sincerely dedicated to everyone who
generously shared their knowledge, time and support to make this study
successful

Papa Eyom and Baby RJ

Mama Jocelyn and Auntie Linda

Papa Cadoy and Mama Sepin

Papa Lolong and Mama Marissa

To our beloved brothers and sisters, friends, classmates, and love ones
above all the

Almighty Father

For giving us strength and courage,

Perseverance and knowledge,

And his endless love to make all things possible.

Dhangs, Ligaya, Shy, Bebe

ABSTRACT

This study was conducted to evaluate the parents' perception on the effectiveness of distance education after typhoon Odette hit the municipality of Loboc, Bohol within the academic year 2021-2022. It aimed to determine the parent's profile of Barangay Candabong and Ugpong Loboc, Bohol whose children are high school students enrolled in distance education in terms of age and number of children. A descriptive survey method was employed in conducting the study and a self-made questionnaire was used as a survey tool. For the statistical treatment of the study, simple percentage and weighted mean were employed. Based on the findings of the study, it can be concluded that parents of high school students in Candabong and Ugpong, Loboc, Bohol, were facing several obstacles as a result of the new normal structure. The availability of learning resources is viewed negatively and some parents are unsure whether their child likes or dislikes the activities. The time allotment category has a low favorable rating since some activities are lengthy and need a large amount of time to perform. Majority of the parents encourage their children to use digital media in learning. Module strategies are clearly disposed and structured throughout distribution and retrieval, resulting in a higher weighted mean. The overall results yielded that distance education was an effective and modern way of learning during COVID-19 and after typhoon Odette to meet the educational needs of the students. It has been found out that the adoption of online learning and modular learning system was advantageous during any pandemic or disaster, fulfilling the educational needs of students staying at home. It has been also revealed that distance learning is really helpful in advancing the overall learning skills. As a novel system of learning, there are a number of challenges being faced by the students, as well as, the parents in adopting distance learning system. Based on the conclusions of the study, it was recommended that parents understand the importance of their children's education that parenting is more than just giving food not only in meeting the needs of their children; and assist the mental, social, emotional, and physical, and spiritual development of their children. Since distance education is proven effective in this survey, the researchers recommend to continue the implementation of such modality while necessary in order to secure safety of the students. Teachers are also encouraged to maximize the use of technology tools that are helpful to the understanding of the topics. Both teachers and parents must work harmoniously to boost students' welfare.

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CHAPTER 1

THE PROBLEM AND ITS SCOPE

Rationale

Education is the most powerful weapon which everyone can use to change the world. It helps people become better citizens, get a better-paid job, shows the difference between good and bad. Education shows the importance of hard work, and at the same time, helps us grow and develop. More importantly, education provides considerable mental agility to make the right decisions and spring into action when needed. Thus, we are able to shape a better society to live in by knowing and respecting rights, laws, and regulations.

Natural disasters have a major impact of children, youth and education systems. Face to face classes are not allowed amid the COVID – 19 pandemic and severely disrupted by super-typhoon Odette. Learning resources were damaged and interrupted that is considered as one of the challenges encountered in the new normal education. At this point, people continued to support distance education, after houses and school buildings were destroyed, associated with network problems due to the absence of electricity. This method of learning, assess the quality education of the learners. Modular learning is employed, with the goal of facilitating student learning activities both in public and private schools.

According to the report of PhilStar Global, Bohol was one of the hardest hit islands after Odette flooded villages and sent residents scrambling to their rooftops. "The house was destroyed, everything was broken," Tumanda told AFP,

weeping as she stood in the ruins of her home in the riverside town of Loboc. Those houses that are made by light materials, like wood, bamboos, and metal sheets, are totally destroyed or have been swept away. In addition, communications were still very unstable due to the absence of electricity after the disaster, that affected most on students taking up synchronous classes wherein challenges on distance education were also threatened.

Parents perception about education is how parents assess the quality of education, if parents give a positive assessment of education then students will have the motivation to learn, but if on the other hand the parents assess education as not positive, students have less motivation. Generally, parents are vital partners in educating learners which is true today since face to face classes are not allowed amid the COVID-19 pandemic which was worsened by typhoon Odette.

As most of the educational institutions venture into a new mode of learning, there is a need to conduct this study to determine the parent's perception on the effectiveness of distance education after Super-typhoon Odette. This study then aimed to consider the insights, opinions and perspectives of parents about distance education. The findings were the basis to strengthen the role of parental support as partners in the continuous learning of children in situations when face to face classes with teachers are not possible.

Literature Background

It is manifested in Republic Act (RA) No. 10533 "Enhanced Basic Education Act of 2013 that the state shall establish, maintain and support a complete,

adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large. Likewise, it is hereby declared policy of the state that every graduate of basic education shall be empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, and willingness to transform others and one's self.

This study is anchored on DepEd Department Order No.1, s. 2021 entitled "Guidelines on the Evaluation of Self-Learning Modules for Quarters 3 and 4 for School Year 2020-2021. The policy aims to establish a systematic evaluation process that may lead to the procurement of SLMs for quarter 3 and 4 to be used in SY 2020-2021 in DepEd schools to meet the requirements of the K to 12 Program and the Basic Education Learning Continuity Plan (BE-LCP) and to ensure quality of SLMs to be used by all DepEd schools.

The Transactional Distance Learning Theory of Moore (1997), is also used as basis of this study. It is a theoretical framework that embraced the growing field of distance education. Theory of Transactional Distance posits that in distance learning scenarios, separation between the teachers and the students can lead to communication gaps, a psychological space of potential misunderstanding between the behaviors of instructors and those of the learners (Moore and Kearsly, 1996, p.200). According to Moore (1997), the nature of the transaction developed between teachers and students in distance learning needs to consider three

factors: dialogue, structure, and learner autonomy. Transactional distance is not only the geographic distance between the instructor and student in a learning environment, but more importantly it is the distance caused by communication factors that must be overcome for learning to occur.

Moreover, theory of parental involvement process of Hoover- Dempsey and Sandler's (2005) focused on understanding why and how parents/families became involved in their children's education and how their involvement influences student outcomes. Also suggests that family engagement is a process that begins with family's decision-making about being involved and culminates with student outcomes. The cognitive component of involvement decision -making includes role construction for involvement and self-efficacy for helping children succeed in school. Hoover-Dempsey and Sandler suggest that parents attempt to support children's learning can be classified into one or more of the following categories: involvement through encouragement, involvement through modeling, involvement through reinforcement, and involvement through instruction. Children's academic self-efficacy is not about what they think they can do well; it is about how they think they will perform on particular task, positively or negatively.

The "more practical solution" amid the COVID-19 threat, education must be moved toward flexible learning, which uses the synchronous and asynchronous online instructions (Cervantes, 30 April 2020). Similarly, Alipio, 2020; Baticulon, et., al, 2020, stated that the world continues to grapple with the effects of this infectious and deadly disease – destabilizing economy and claiming many lives – transitioning to distance learning is the most viable alternative so far. Moreover,

Simonson (2020) stated that online instruction, also called distance education, e-learning and online learning, is a form of education which include physical separation of teachers and students during class session and the use of various technologies to facilitate student-teacher and student-student communication.

Furthermore, in the study of Berry (2017), she cited that the history of online instruction started in late 1700s, where job training was provided through mail correspondence. And in the late 1970s, the use of computers, videoconferencing, and the internet led to email and online sharing of files, which eventually lead to today's online education programs (Cavanaugh et al., 2004).

According to Ahmad Reza Lotfi (2019), Synchronous learning and asynchronous learning are the two main approaches to teaching available in distance education. His study was to determine which approach to vocabulary learning, would facilitate vocabulary learning more for Iranian EFL learners. From among the targeted population of 82 intermediate students of an English institute in Isfahan, Iran, students between the ages of 12 to 18, a sample of 60 students were chosen based on their score on a quick placement test (QPT). The post test results indicated that synchronous group considerably outperformed the asynchronous group in the vocabulary knowledge the attained.

In addition, Misbah Malik, and et. al (2017), stated on their study that E-learning resources give option to do one, or both. Population of the study comprised all the students of two public universities situated in Lahore. Descriptive statistics was used to present students' responses related to different aspects of

e-learning. Findings revealed statistically significant difference in students' responses regarding effectiveness of synchronous and asynchronous e-learning activities. Male students preferred synchronous, as well as, asynchronous e-learning activities more than female students at higher education level. Students' were found to have greater interest in synchronous activities when they had credit in terms of grades.

Online or distance learning has become increasingly popular in the United States. Most colleges and many high schools now offer courses or even entire programs online. Early online courses were presented in asynchronous formats, but advances in technology have afforded schools the opportunity to offer synchronous courses (Hrastinski, 2008a). Current research shows that asynchronous learning benefits online students by giving them the flexibility they need and desire. Furthermore, asynchronous learning gives students more time to reflect on course content, which generally results in more substantive and quality work (Hrastinski, 2008). With the rapid growth of online education programs in high schools, the need has arisen to assess the efficacy of synchronous and asynchronous formats of online education (Roblyer, Freeman, Donaldson, & Maddox, 2007).

According to the study of Risna Estuning Putri (2021), from Universitas Djuanda, Jawa Barat, Indonesia entitled, Parent's Perception on "Belajar Dari Rumah" Program for Elementary Students, it can be concluded that there is a need for a pleasant learning atmosphere can attract students' attention and focus for the learning process to be effective. The interviews revealed that the Television of the

Republic of Indonesia Learning (TVRI) from home program is less appealing and cannot present a fun learning environment, making learning less effective. Fun and memorable learning is a condition in which students can focus their full attention on the information being conveyed so that the learning objectives can be maximally achieved (Zulvia Trinova, 2012).

The different sectors of government, including education, were stretched to fit the New Normal. The system had gone through a lot in a short period and had come to great lengths to uphold its mission. Metro Manila, despite being the center of the government, economy and education were not ready for it. Unavailability of gadgets and poor internet connection were just two of the factors that conflicted with its mandate to deliver quality education to the learners. With that, Department of Education crafted the Basic Education Learning Continuing Plan that featured different learning modalities to ensure safety among different stake holders. Gadgets were distributed, intranet infrastructure were installed, and localized materials were developed and produced to address the problems that emerged with global health crisis. But still, different challenges were encountered, specifically, in distributing and retrieving the modules. First was the lack of printed modules. Second, was the majority of the parents did not follow their assigned schedule in getting and retrieving the modules. Lastly, was the late delivery of modules from the service providers which often times, caused the stress to the teachers as they needed to reproduce the modules themselves for modular learners (Melorin, 2020).

Time managing is a massive distinction between formal and web-based education academically and administratively. There were learning opportunities in formal education that included a clarification of everything. Because the teacher is in front of the student in this system, they can ask any question they want without hesitation. As a result, it is more difficult to manage time and achieve high grades in distance education (Britton & Tesser, 2001). According to Ahmad, Batool & Hussain (2019) if a student manage time effectively then his/her educational achievement are improved successfully. But on the other side, if one thing is not managed then level of accomplishment also decreases.

Learning assessment is a fundamental feedback mechanism in education, allowing all stakeholders of the learning process to understand what is being learned and where learning resources need to be focused. Assessment may take different modalities depending on its purpose. Formative assessment is particularly relevant to understand the learning needs of each and every student to adjust instruction accordingly. In addition, teachers usually implement summative assessment whereby specific educational content is reviewed to determine the extent to which students reached the expected learning goals and acquire critical knowledge and skills (Lieberman, Levin & Bazaldua, 2020).

In the last two decades, educational researchers have been interested in the positive effects parental involvement can have on students' academic achievements and successes. Parent involvement increases students' academic achievement and self-esteem (Erdoğan & Demirkasımoğlu, 2010; Desimone, 1999) while decreasing absenteeism and behavioral problems (Epstein & Sheldon,

2002a; Epstein & Sheldon, 2002b; Michael, Dittus, & Epstein, 2007; Sezer & İşgör, 2010; Sezer, 2016). Epstein (2005) emphasized “parental involvement as an essential component of school improvement, linked to the curriculum, instruction, assessments, and other aspects of school management” (p. 179).

Countless research studies have shown a consistent relationship between parental involvement overall and academic achievement (Jeynes, 2005a). Furthermore, parental involvement is an important ingredient for the remedy to many problems in education and it has positive influences on students' academic achievements (Fan & Chen, 2001). Moreover, parent involvement includes parent-student communication, family rules with consequences, parental support of academics, parent-school communication initiated at a school level versus the teacher level, as well as, parents checking on homework (Knisely, 2011). The level of parental involvement in education is a significant concern among educators, because there is a strong relationship established between parental involvement and student success (Knisely, 2011).

The study of Coleman and McNeese (2009) claimed that “the relationships between parental involvement and student motivation and parental involvement and academic achievement both showed a negative correlation, which was unexpected” (p. 468). On the other hand, Fan and Chen (2001) said that parental supervision had a weak relationship with students' academic achievement; though parental aspiration or expectation for children's educational achievement had a considerably stronger relationship with students' academic achievement.

Another study of Hebrard (2017) found that, when parents demonstrated consistent interest and involvement, the children were more successful in their education because parent involvement improves attendance, motivation and self-esteem, test scores, grades, and graduation. Fathers showed the involvement with their children through the importance of daily interactions. Useful and clear two-way communication stimulates cooperation between family and School and informs students that contact is being made between two in order to monitor student achievement (Eipstein, et al., 2009).

Biddle (1979, 1986) found that when teachers offered recommendations to parents about specific learning techniques for specific learning areas, parent's beliefs about the importance of their help in developing those areas increased. There have also been positive links between school-encouraged collaborative relationships with parents and active involvement in their children's schooling (Scribner, Young & Pedroza, 1999).

The study of (Ababa, Joven, Santiago, et.al 2021) found that students really learn and explore from their mobile devices nowadays, unlike a normal classroom set-up, the learnings of a student will only depend on the educator. An educational application is a computer program that is able to work on ICT devices. Also, the advancement of mobile educational apps lets the education system sustain the accessibility of the resources needed academically. Children may learn from mobile games and therefore, mobile apps may also be considered as educational applications (EA). In addition to that, social media platforms can become an EA

once it is used for student-teacher communication. Simply, any app that can help an individual become academically independent learner is considered as EA.

Ho and Williams (1996) found a significant effect of Socio-Economic Status (SES) on parental involvement although the effect size was not large, an increase of about 16%-20% of a standard deviation of parental involvement for each one standard deviation increase in SES. The relatively small effect size indicated that parents from different socio-economic background do not differ much in their involvement. This finding contradicts commonly reported personal experiences of professionals working with schools that parents from lower SES are less involved at school due to work schedules, transportations opportunities, and child care arrangements (Bracey, 1996; Wong & Hughes, 2006).

Hill (2001) noted that studies confound ethnicity with socio-economic variables, such as parents' educational level, employment status, and family income. It is hard to distinguish the effects of ethnicity from that of SES in order to assess the effect of SES above and beyond ethnicity. In accordance with Hill's notion, Fan (2001) also found a confounding effect of SES with ethnicity while examining differences in academic achievement and dimensions of parental involvement.

Eccles and Harold (1993) defined parents' efficacy beliefs as composed of three variables: "parents' confidence that they can help their children with school work", parents' views of their competence as their children progress to higher grades, and "parents' beliefs that they can influence the school through school

governance. Noting that parents on secondary students, Eccles and Harold suggested that lower involvement (or noninvolvement) may be due to a decrease in parents' feelings of efficacy as children's works becomes more advanced. They observed among other things that parents' efficacy was positively related to mothers' involvement in children's mathematics and reading education.

Quarantine, contact tracing, screening, and isolation are effective measures of COVID-19 prevention, particularly whenever integrated together. In order to be more effective, quarantine should be implemented early and covers larger community. Controlling population travel will enhance the effectiveness of quarantine. Screening, contact tracing and isolation are effective particularly in areas where contact tracing is easily attainable. Although screening is the effective measure recommended by WHO, since the disease is asymptomatic, it may miss a larger share of the population. Therefore, this should be integrated with other preventive measures. In order to control COVID-19 epidemic, the health care system should consider high level of contact tracing, early initiation of nationwide quarantine measures, increasing coverage of screening service, and preparing effective isolation centers (Girum, Lentiro, Geremew & et.al., 2020).

The theoretical and conceptual framework of this study is presented in Figure 1. The study was anchored on the theories and legal bases quoted in the diagram.

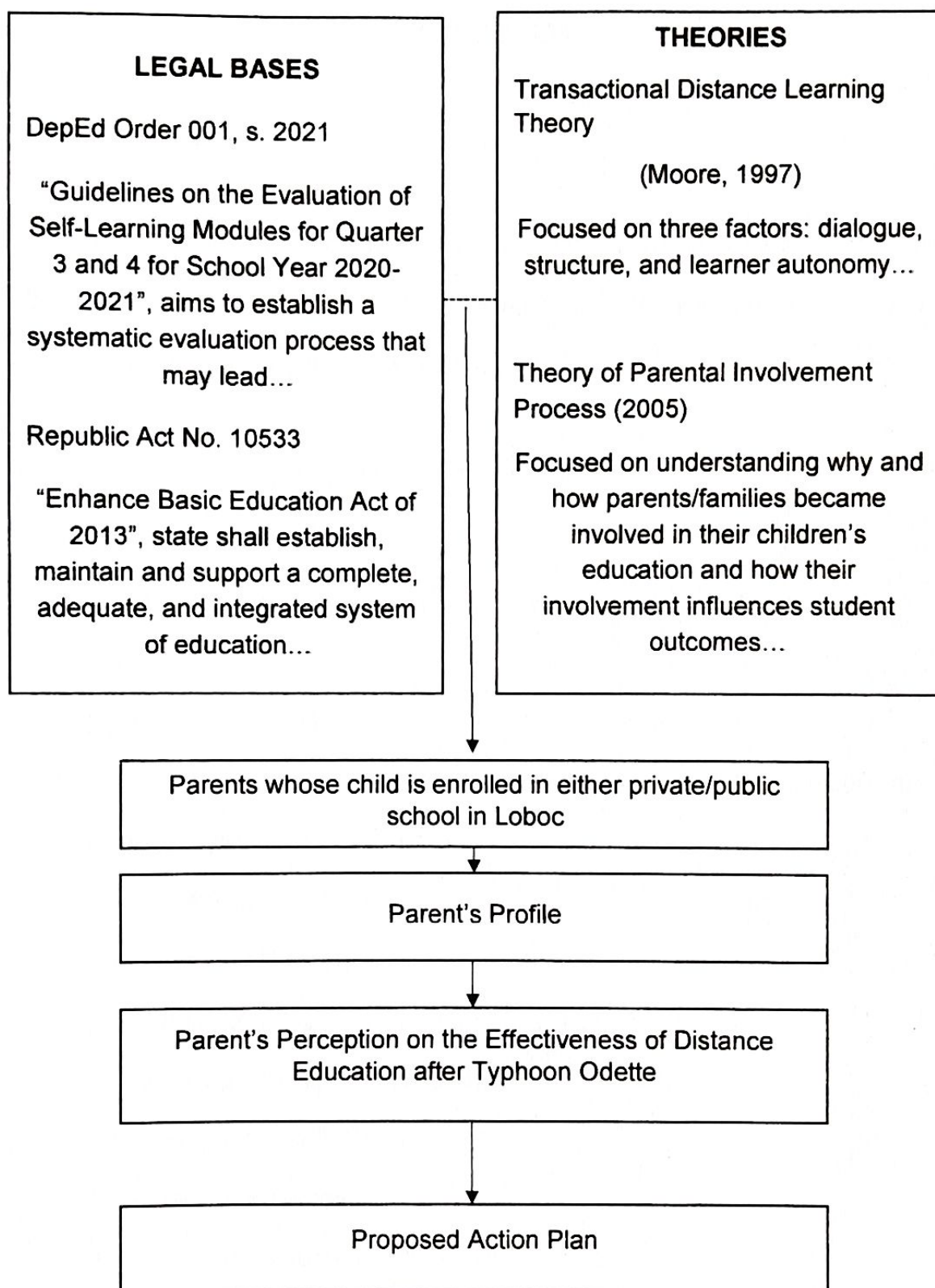


Figure 1. Theoretical - Conceptual Framework of the Study

THE PROBLEM

Statement of Problem

The main thrust of the study was to evaluate the parent's perception on the effectiveness of distance education after typhoon Odette in the municipality of Loboc, Bohol in the academic year 2021-2022.

Specifically, the study aimed to determine the following:

1. What is the demographic profile of the parents in terms of:
 - 1.1 Age;
 - 1.2 No. of Children?
2. What are the parents' perception on the effectiveness of distance education after typhoon Odette in terms of:
 - 2.1 Distribution of Modules;
 - 2.2 Retrieval of Modules;
 - 2.3 Time Allotment;
 - 2.4 Learning Activities/ Assessment;
 - 2.5 Safety and Health Protocols;
 - 2.6 Parent Involvement;
 - 2.7 Availability of learning resources?
3. What is the overall assessment on parents' level of perception?
4. What is the proposed action plan of the study?

Significance of the Study

The results of the study will be beneficial to the following:

Officials of the Education Department. This study will help the DepEd design new seminars and trainings on enhancing the role of parents in the distance education.

District and School Administrator. The results of the study will enlighten and encourage parents specifically, who didn't finish their studies to enroll in ALS (Alternative Learning System) as an alternative way of improving their learnings and skills for instructional support of their children.

Teachers. This study would challenge them to employ effective teaching methodologies, various techniques and activities that would make the lesson more interesting and exciting to educate students in distance education.

Parents. The study will help them realize their role as vital partners of the school in developing the potentials of their children.

Learners. This study will provide information and guidance for them to become more engage in their learning and feel a stronger sense of collaboration.

Future Researchers. This study will serve as additional reference that will give them ideas and insights that may be helpful in their research study.

Research Methodology

Design

To accomplish the purpose of this study, the researchers employed a descriptive research design. The researchers used a survey questionnaire as instrument in collecting the data to reveal how parents think, act or feel in a specific way on the effectiveness of distance education after Typhoon Odette. This method is based on an accurate interpretation of the phenomenon or problem, with the aim of arriving at an accurate and integrated scientific description through data analysis, to generalize the facts or knowledge that were extracted.

Environment and Participants

The study was conducted at the municipality of Loboc, province of Bohol which is composed of 28 barangays. The town was totally affected by the typhoon Odette, specifically by flood in the 16th day of December 2021.

The subjects of the study were parents residing at Barangay Candabong and Barangay Ugpong at the Municipality of Loboc, Bohol, whose children are high school students enrolled in distance education during this academic year 2021-2022. Barangay Candabong has 183 households and barangay Ugpong has 86 households. Only 78 of the 183 homes in Barangay Candabong have a high school student, while only 22 of the 86 families in Barangay Ugpong have high school students enrolled this academic school year.

Instrument

The questionnaire made by the researchers was used to collect data from the respondents. The questionnaire elicited parent's perception on the effectiveness of distance education in distribution of modules, retrieval of modules, time allotment, learning activities, assessment, safety and health protocols, parent involvement, and availability of learning resources. It is composed of thirty-five (35) statements wherein the seven (7) sub-variables have five (5) items each. This part was scored through a five-point Likert Scale depending on the frequency the respondents described in each item.

The questionnaire contained 35 items rated on a Likert-type (five-point) scale: 1 = ineffective, 2 = less effective, 3 = can't figure it out, 4 = effective, and 5 = very effective. The study adopted the following weights to parent's perceptions on the effectiveness of distance education process: very effective for the items whose means were ranged 4.20 – 5.00, effective for the items whose means ranged between 3.40 – 4.19, neutral for the items whose means ranged between 2.60 – 3.39, less effective for the items whose means ranged between 1.80 – 2.59 and ineffective for the items whose means ranged between 1.00 – 1.79.

Procedure

A letter of permission to conduct research was sought from the office of the Director and College Dean of Bohol Island State University-Bilar Campus. After the approval, the researchers sought consent and approval from the parents for their participation in the research. The researchers communicated personally to

parents and discuss the content of the questionnaire. Letter of consent was secured explaining the aim of the research was and the extent of their participation. The researchers visited the parents of Loboc, Bohol in their respective houses, then distributed the questionnaire. The data gathered were recorded and organized for analysis and interpretation.

Statistical Treatment

To show the demographic profile of the parents, the researchers used percentage formula as shown:

$$P = \left(\frac{f}{N} \right) * 100\%$$

Where:

- P* - Percentage
- f* - Frequency
- N* - Total number of data

In this study, descriptive statistics was used to treat the collected data for objective examination and analysis. Data were tallied and entered into a master list of the data collection sheet. The data in parent's perception on the effectiveness of distance education after typhoon Odette were analyzed using the weighted mean.

The formula according to Altares (2004) is:

$$WM = \frac{TWf}{N}$$

Where:

WM – weighted mean

TWf – total weighted frequency

N – total number of respondents

The parents' perception on the effectiveness of distance education has the following interpretation:

| Numerical Equivalent | Range | Interpretation |
|----------------------|-----------|--------------------------------|
| 5 | 4.20-5.00 | Perceived to be very effective |
| 4 | 3.40-4.19 | Perceived to be effective |
| 3 | 2.60-3.39 | Can't figure out |
| 2 | 1.80-2.59 | Perceived to be less effective |
| 1 | 1.00-1.79 | Perceived to be ineffective |

Definition of Terms

Asynchronous. Another type of online instruction where printed material, recorded videos, and PowerPoint presentations were given to students wherein they can work the activities on their own pace without time restriction.

Distance Education. An education environment in which secondary students in Loboc obtain knowledge, skills, and attitudes they need without the need for teachers to be with them in the same place or at the same time using

technology devices, internet, and printed modules or recorded video presentations.

Effectiveness. The degree to which something is successful in producing a desired result of distance education. Finding out if it produces any outputs, outcomes and/or societal benefits or impact of distance education.

Face-to-Face Classes. Pertains to a teaching-learning environment wherein faculty, instructors, and students are physically present in one room/area at the same time and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners.

Flexible Learning. A learner-centered approach that is deeply rooted in the needs of the students. The main objective should be to provide to provide learners with the most flexibility on the learning content, schedules, access, and innovative assessment, making use of digitals and non-digital tools.

Learning Activities. Activities designed or deployed by the teacher to bring about, or create the conditions of learning such as assessment and performance task given weekly.

Learning Resources. Learning materials that can significantly increase learner's achievement. Examples are videos, printed modules, cellular phones, educational apps, laptop, internet, etc.

Parents. The fathers, mothers, or guardians who are responsible for their children in secondary school in Loboc, as well as, for their learning affairs at homes and in schools.

Parents' perceptions. Parents beliefs or expectation regarding to the effectiveness of distance education after typhoon Odette. A knowledge system for parents of secondary school students resulting from mental activity that includes their values, ideas, opinions, and attitudes toward their children's experiences in a distance education environment after typhoon Odette. These perceptions are measured by the degree that the respondent gets on the study instrument.

Parent Involvement. The participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities assisting their child's learning.

Protocols. The official procedure or system of rules governing affairs of state to be observed and followed in order to prevent certain illness duplicate.

Synchronous. An online instruction wherein, there is a real time interaction utilizing virtual teaching and learning.

Time Allotment. The maximum period of time in which all outcomes for a student must be done.

Typhoon Odette. A powerful catastrophic tropical cyclone struck the Philippines in December 2021 caused illness in humans, resulting to disruption of distance education as a replacement of face-to-face teaching-learning process.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter shows the findings, analysis, and interpretation of data. It presents the profile of parents of Barangay Candabong and Ugpong of Loboc, Bohol whose children are high school students enrolled in distance education for the school year 2021-2022. It also discusses the parents' perception of distance education's effectiveness in terms of module distribution and retrieval, time allotment in answering the given modules, learning activities, safety and health protocols observed during parents' school visits, parent involvement in the learning process, and the availability of learning resources.

Table 1 displays the parent's profile of high school students enrolled in distant education this school year in Barangay Candabong and Ugpong Loboc, Bohol 2021-2022. Out of 100 parents chosen as the respondents, it was discovered that 63% of the parents are between the ages of 38 and 53. This means that parents of these high school students are middle-aged adults. The same table shows that the range of 1-3 children in a household have the largest percentage of 55 which signifies that parents of this high school students have applied for family planning.

Table 1
Profile of Candabong and Ugpong Parents
N=100

| Items | Frequency | Percentage |
|------------------------|------------|-------------|
| Age | | |
| 30-37 years old | 18 | 18% |
| 38-45 years old | 31 | 31% |
| 46-53 years old | 32 | 32% |
| 54-61 years old | 14 | 14% |
| 62--68 years old | 5 | 5% |
| Total | 100 | 100% |
| No. of children | | |
| 1-3 | 55 | 55% |
| 4-6 | 36 | 36% |
| 7-9 | 6 | 6% |
| 10-12 | 3 | 3% |
| Total | 100 | 100% |

Table 2 displays the weighted mean of parents' perception on the effectiveness of distance education after Typhoon Odette as well as the implication of each category with respect to its weighted mean. It is clear from the table that most parents have negative perception of the availability of learning resources, which is true because even before Typhoon Odette, lack of resources was already a problem of both parents and learners, which was worsened as an aftermath of the typhoon, especially in Ugpong, Loboc, Bohol, which was completely flooded due to its proximity to the river.

In the survey on Parent Involvement category, most parents encourage their children to utilize digital media in learning and involve themselves in their children's learning. Although parents call to staff are not answered promptly having 2.44 as

weighted mean which is perceived to be less effective, the overall assessment is perceived to be effective with 3.472 weighted mean. In the category of learning activities, parents are able to determine that their child enjoy the activities with a weighted mean of 3.446 that is perceived to be effective. The time allotment category has been perceived to be effective with 3.758 weighted mean because students are good in time managing and develops flexibility. Module strategies are clearly disposed and structured throughout distribution and retrieval, resulting in a higher weighted mean 4.004 and 3.852.

Table 2.1 through 2.7 present the weighted mean of five statements in each of the seven categories, together with their descriptive ratings, which are used to determine the parent's perceptions of distance education success following Typhoon Odette.

Table 2
Parents Level of Perception on the Effectiveness of Distance Education After
Typhoon Odette
N=100

| Categories | Weighted Mean | Level | Implication |
|---------------------------------------|---------------|----------------|--|
| 1. Distribution of Modules | 4.004 | Effective | Strategies during distribution of modules is clearly stated. |
| 2. Retrieval of Modules | 3.852 | Effective | Retrieval of modules is organized. |
| 3. Time Allotment | 3.758 | Effective | Students are good in time management. |
| 4. Learning Activities/ Assessment | 3.446 | Effective | Most activities given are enjoyable to the student's learning. |
| 5. Safety and Health Protocols | 3.83 | Effective | Most of the safety and health protocols are well observed. |
| 6. Parent Involvement | 3.472 | Effective | Parental Involvement is most important in student's education. |
| 7. Availability of Learning Resources | 2.454 | Less Effective | Lack of resources like reading materials, searching skills, and stable connection make students perform poorly in school even though they are thought by qualified teachers. |
| Overall Mean | 3.545 | Effective | Majority of the parents perceived that distant education is effective. |

Legend:

- 1.00-1.79= Ineffective
- 1.80-2.59= Less effective
- 2.60-3.39= Undecided
- 3.40-4.19= Effective
- 4.20-5.00= Very effective

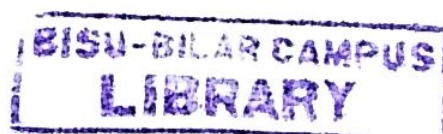


Table 2.1
Distribution of Modules
N = 100

| STATEMENTS | WEIGHTED MEAN | DESCRIPTIVE RATING |
|--|---------------|--------------------|
| 1. The schedule of learning module distribution suited your available time. (<i>Haom sa imong bakanteng oras ang pagpanghatag sa learning modyul.</i>) | 4.04 | Effective |
| 2. The distribution of modules was well organized. (<i>Ang pagpanghatag sa modyul organisado</i>) | 3.87 | Effective |
| 3. The teacher orientation on the use of module during the distribution was clear. (<i>Napasabot sa maestra ang gamit sa maong module sa panahon sa pagpanghatag niini.</i>) | 3.98 | Effective |
| 4. The teacher provided us with schedule on when to answer the modules and when to submit. (<i>Naghatag ang maestra ug skedyul kanus-a tubagan ug iuli ang modyul.</i>) | 4.05 | Effective |
| 5. The teacher provided us with options on how to contact him or her when we have questions about the modules. (<i>Naghatag ang maestra ug numero aron makontak kon adunay mga pangutana.</i>) | 4.08 | Effective |
| General Weighted Mean | 4.004 | Effective |

Table 2.2
Retrieval of modules
N = 100

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|--------------------|
| 1. There are available boxes in the school where to submit the modules. (<i>Adunay mga kahon sa eskwelahan diin iuli/ibutang ang modyul.</i>) | 3.97 | Effective |
| 2. The schedule for retrieval is suited to the availability of the parents. (<i>Haom ang skedyul sa pag-uli sa modyul sa bakanteng oras sa mga ginikanan.</i>) | 3.87 | Effective |
| 3. In case the parents could not submit the modules, we were told to just seek the help of the barangay officers. (<i>Pananglitan, wala ang ginikanan panahon sa ting-uli sa modyul, gitugutan nga pwede kini ipamalihug sa mga barangay opisyals.</i>) | 3.61 | Effective |
| 4. The retrieval of the modules is organized. (<i>Ang pagpanguli sa modyul organisado.</i>) | 3.96 | Effective |
| 5. The time to retrieve modules is reasonable. (<i>Ang oras sa pagpanguli sa modyul tukma.</i>) | 3.85 | Effective |
| General Weighted Mean | 3.852 | Effective |

Table 2.3
Time Allotment
N = 100

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|--------------------|
| 1. The time to accomplish the modules is flexible. (<i>Ang oras sa paghuman ug tubag sa modyul mapauyon-uyonan sigun sa imong gusto.</i>) | 3.71 | Effective |
| 2. The child has a lot of time to read and answer the tasks. (<i>Ang bata adunay hustong panahon sa pagbasa ug pagtubag sa modyul.</i>) | 3.79 | Effective |
| 3. The teacher provided us with tips on how to use time to answer the modules wisely. (<i>Naghatag ug pamaagi unsaon pag bahin-bahin sa oras aron tubagan ang modyul</i>) | 3.81 | Effective |
| 4. Time allotment to accomplish the learning modules for each subject is adequate. (<i>Ang gigahin nga oras kada subject insakto sa paghuman ug tubag niini.</i>) | 3.94 | Effective |
| 5. The child is able to cope with the subjects within the time given. (<i>Kaya sa bata tubagan ang kada subject sa gihatag nga oras.</i>) | 3.54 | Effective |
| General Weighted Mean | 3.758 | Effective |

Table 2.4
Learning Activities/Assessment
N = 100

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|--------------------|
| 1. The activities are enough to allow learners to acquire the expected competencies. (<i>Tukma ang mga buluhaton aron makat-onan sa bata ang angayan makat-onan sa maong kompetensi.</i>) | 3.7 | Effective |
| 2. The activities are child friendly or are suited to the children. (<i>Ang mga buluhaton haom sa mga kabataan.</i>) | 3.75 | Effective |
| 3. The Learning activities are localized. (<i>Ang mga buluhaton sa pagkat-on haom sa bata.</i>) | 3.91 | Effective |
| 4. The learning activities are realistic. (<i>Ang mga buluhaton sa pagkat-on subay sa realidad.</i>) | 3.9 | Effective |
| 5. The activities in the learning modules are enjoyable. (<i>Ang mga buluhaton sa modyul makalingaw.</i>) | 3.52 | Effective |
| General Weighted Mean | 3.446 | Effective |

Table 2.5
Safety and Health Protocols
N = 100

| Statement | Weighted Mean | Descriptive Rating |
|--|---------------|--------------------|
| 1. School is clean and well-maintained. (<i>Ang eskwelahan limpyo sa kanunay.</i>) | 3.82 | Effective |
| 2. School has safety equipment like handwashing area, foot press alcohol dispenser, thermal scanner and disinfecting mat. (<i>Ang eskwelahan adunay kompletong gamit alang sa pagsunod sa protocols ug kaluwasan.</i>) | 3.87 | Effective |
| 3. School has printed arrows use to observe physical distancing. (<i>Ang eskwelahan adunay mga arrow nga gi-impronta aron sumbanan sa hustong distansya.</i>) | 3.81 | Effective |
| 4. School has assigned Purok Parent Leaders per grade level to get the modules maintain minimal number of parents inside the school. (<i>Nakigsabot ang eskwelahan sa mga purok leaders matag grado aron masunod kanunay ang gidaghanon sa mga ginikanan nga magkuha/mag-uli sa module nga makasulod sa eskwelahan.</i>) | 3.71 | Effective |
| 5. Teachers and Parents wear face mask and face shield while inside the school premises. (<i>Magsuot ug facemask ang mga maestra ug ginikanan sa sulod sa eskwelahan.</i>) | 3.94 | Effective |
| General Weighted Mean | 3.83 | Effective |

Table 2.6
Parent Involvement
N = 100

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|--------------------|
| 1. I feel my contribution to my child's education is valuable. (<i>Akong gibati nga bililhon ang akong kontribusyon sa eddukasyon sa akong anak</i>) | 3.83 | Effective |
| 2. I know how to help my child on his/her schoolwork. (<i>Kahibalo ko unsaon pagtabang sa akong anak sa iyang buluhaton sa eskwelahan</i>) | 3.8 | Effective |
| 3. My calls to school staff are answered promptly. (<i>Gitubag dayon ang akong mga tawag sa mga kawani sa eskwelahan</i>) | 2.44 | Less Effective |
| 4. My child's teacher expects me to help with homework. (<i>Ang magtutudlo sa akong anak nagpaabot nga mutabang ko sa homework</i>) | 3.83 | Effective |
| 5. My work schedule interferes with my ability to help my child with schoolwork. (<i>Ang akong schedule sa akong trabahaho makababag sa akong abilidad sa pagtabang sa akong anak sa buluhaton sa eskwelahan</i>) | 3.46 | Effective |
| General Weighted Mean | 3.472 | Effective |

Table 2.7
Availability of Learning Resources
N = 100

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|-----------------------|
| 1. We have stable working internet at home. (<i>Naa mi stable working internet sa balay</i>) | 2.13 | Less Effective |
| 2. Technology devices needed are accessible at home. (<i>Ang mga kagamitan sa teknolohiya nga gikinahanglan kay ma access sa balay</i>) | 2.93 | Undecided |
| 3. I encouraged my child to use technology for their school work. (<i>Giawhag nako ang akong anak sa paggamit sa teknolohiya alang sa ilang bulahaton sa eskwelahan</i>) | 2.44 | Less Effective |
| 4. My child is familiar with online teaching toused by the teacher for learning. (<i>Ang akong anak pamilyar sa online nga mga himan sa pagtudlo nga gigamit sa magtutudlo alang sa pagkat-on.</i>) | 2.65 | Undecided |
| 5. The school provides adequate access to technological tools for learning. (<i>Naghatag ang eskwelahan ug igong pag access sa mga himan sa teknolohiya alang sa pagkat-on.</i>) | 2.12 | Less Effective |
| General Weighted Mean | 2.454 | Less Effective |

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations drawn from the results of the study.

Summary of Findings

This study evaluated the perception of parents on the effectiveness of distance education after being hit by Typhoon Odette. Notably, it aimed to describe the profile of the parents in terms of age and number of children; the parent's perception in the distribution and retrieval of modules, the time allotted in each subject, whether the learning activities fitted to the students, safety and health protocols are being observed, how important is parent involvement in the learning process, and lastly the availability of learning resources such as phones, laptop, internet connection, and awareness of the applications to be used.

This study employs a survey questionnaire made by the researchers. It is composed of thirty-five (35) statements wherein the seven (7) sub-variables have five (5) items each. This part was scored through a five-point Likert Scale depending on the frequency the respondents described in each item. It undergoes pilot testing, reliability testing, and come out reliable with 0.852 Cronbach's Alpha. It was conducted at Loboc, Bohol. The respondents of the study were the parents residing at Loboc, Bohol, specifically, in Barangay Candabong and Barangay Ugpong whose children are high school students enrolled in the academic school year 2021-2022 in the new normal education.

The researchers conduct the survey through house to house visit strictly following the safety and health protocols. The data were congregated, the responses were interpreted and were subjected to statistical treatment. Frequency and weighted mean were used for statistical treatment.

After a thorough analysis, the researchers came up with the following findings:

1. **Profile of the respondents.** The study uncloaked that the majority of the parents are between the ages of 46 and 53, accounting for 32 percent of the total. The 1-3 number of children have the largest percentage of 55 percent.
2. **Parent's Perception on the effectiveness of Distance Education:**
 - 2.1. Module strategies are clearly stated and structured throughout distribution and retrieval, resulting in a higher weighted mean.
 - 2.2. The time allotment category has been perceived to be effective because distance learning allows students to be flexible in applying time management.
 - 2.3. Most parents found that learning activities given are enjoyable.
 - 2.4. Most of the safety and health protocols are well observed.
 - 2.5. Most of the parents encourage their children to use digitals in learning and participate in their children's learning.
 - 2.6. The availability of learning resources is less effective according to parents which is true because lack of resources was already a problem for both parents and learners prior to Typhoon Odette which was worsened after

the typhoon, especially in Ugpong, Loboc, Bohol which was completely flooded due to proximity to the river.

3. A weighted mean of 3.545 indicates that majority of parents perceived distance education is effective as a new learning modality.

Conclusion

Online learning is a distance education system requiring no physical presence of the learner in the traditional classroom. In this system, information and communication technologies (ICT's) are employed for effective delivery of the content at distant locations. It was found out that parents of high school students in Candabong and Ugpong, Loboc, Bohol, were facing several obstacles as a result of the new normal structure prior to COVID-19 pandemic. The situation has worsened since typhoon Odette slammed Bohol.

The overall results yielded that distance education was an effective and modern way of learning during COVID-19 and after typhoon Odette to meet the educational needs of the students. It has been found out that the adoption of online learning and modular learning system was advantageous during any pandemic or disaster, fulfilling the educational needs of students staying at home. It has been also revealed that distance learning is really helpful in advancing the overall learning skills. As a novel system of learning, there are a number of challenges being faced by the students, as well as, the parents in adopting distance learning system.

The participants considered the unavailability of learning resources as an obstacle on the way to distance learning particularly in Ugpong, Loboc, Bohol. Nonetheless, the overall interferences drew attention to the efficiency and effectiveness of the distance learning system. Despite all the advantages, distance learning can never be the replacement of traditional learning due to certain limitations of distance learning system. However, it has been finally concluded that distance learning is the best substitute for conventional learning during any pandemic or disaster situation like COVID-19 and typhoon Odette.

Recommendations

Based on the conclusions of the study, the following recommendations were specified:

1. It is recommended that parents continue to assist the mental, social, emotional, and physical, and spiritual development of their children.
2. Parents must work together with the teachers on school endeavors to boost their children's welfare.
3. Since, distance education is proven effective in this survey, the researchers recommend to continue the implementation of such modality in order to secure safety of the students.
4. Teachers are encouraged to maximize the use of technological tools that are helpful for both teachers and students in relaying and understanding the lesson.

5. Parents may actively participate in PTA meetings to raise concern about the learning resources that can be useful to sustain the effectiveness of distance learning such as: accessibility of books or school library, internet connectivity, and others.

Proposed Action Plan on the Effectiveness of Distance Education both in Public and Private Secondary Schools

Rationale

Secondary education has served a variety of purposes throughout history, including preparing young people for productive employment, forming responsible citizens, selecting candidates for higher education, preparing students to be healthy parents, assisting youth in their social development, and teaching mathematics, science, and social studies. Distance education has progressed over the previous decade, first through the use of online courses, to the point that it is now routinely used in secondary and higher education institutions. Distance education could finally realize its original aim, providing quality home learning to students who were unable to attend conventional classrooms due to spatial/geographical reasons.

In recent years, educational institutions have had to choose between combining technological innovation with traditional teaching methods (blended learning). A new curriculum focused on distance learning has been embraced by several secondary schools and universities. The lack of face-to-face interaction with teachers and students, potential hazards to student mental health due to isolation, and a loss in grade point average and gained knowledge are among issues that distance education presents.

The implementation of distance learning was perceived by parents generally to be effective, except for the challenges extracted from the responses of the parents on the questionnaire. These were on the inconsistent internet access usually caused by the geographical location, the weather, and the

insufficiency of learning resources. Majority of learners just use their phones and others are constrained by the storage capacity of their available devices. Furthermore, because distance learning is based on electronic technology and printed materials, the learners were faced with power outages. Moreover, the parents responded that some lecturers were unapproachable.

With this, the researchers had come up with the proposed action plan that was designed to contribute for improvement thereby making the administrators, teachers and parents improve their competencies and make themselves more challenged, innovative, and resourceful.

Objectives

The following objectives are to be achieved:

1. To assist parents on how to guide their children in learning using the learning resources such as digital media.
2. To have better teacher-parent and community partnership for the delivery of teaching among students.

Program Description

A proposed Two-Day Seminar Training and Workshop for parents every quarter is needed to assist and orient parents about the learning resources to be used in teaching. To achieve this, there shall be a seminar to be conducted before the start of each quarter for the parents' awareness of learning resources such as

technological tools and educational applications to be used in the teaching-learning process.

Mechanics of Implementation

The proposed two-day seminar training and workshop will be presented to the principal and will be disseminated to the secondary teachers and parents then to the Department of Education (DepEd) for critique and for a careful study with regards to the implementation. Comments and suggestions will be accepted to improve the proposed action plan.

Schedule of Implementation

This proposed action plan for the two-day seminar training and workshop for parents whose child is enrolled in either private/public secondary school will be effective this next school year 2022-2023.

**ACTION PLAN FOR PROPOSED
TWO-DAY SEMINAR TRAINING AND WORKSHOP FOR
SECONDARY TEACHERS AND PARENTS**

| SCHEDULE/ DATE | TRAINING TIME | VENUE | PERSON INVOLVED | CORE TOPICS | BUDGETARY REQUIREMENTS |
|-----------------------|-----------------------------|--|--------------------------------------|--|---|
| September 5-6,2022 | 8: 00 A.M to 5:00 P.M | School Gymnasium/ Conference Room | Secondary teachers and Parents | <ol style="list-style-type: none"> 1. Developing and Contextualizing Learning materials 2. Educational Application Awareness | <ul style="list-style-type: none"> • 100 pesos per parent will be allotted per day for the meals. • School heads may use donations from LGUs. |

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APPENDICES



APPENDIX A.1

LETTERS

Republic of the Philippines
 BOHOL ISLAND STATE UNIVERSITY-Bilar Campus
 Zamora, Bilar, Bohol



March 1, 2022

MARIETTA C. MACALOLOT, Ph. D
 Campus Director
 BISU-Bilar, Zamora, Bilar, Bohol

Madame;

Greetings!

The undersigned BSED IV Math students of Bohol Island State University- Bilar Campus, Zamora, Bilar, Bohol would like to ask permission from your office to conduct our research entitled "**Parent's Perception on the Effectiveness of Distance Education After Typhoon Odette**", through survey questionnaire in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education (BSED) major in Mathematics.

We anticipate for your positive response in our request.

Thank you and God bless!

Respectfully yours,

(Sgd) AIDA S. CAHUCOM

(Sgd) JOYCE B. MAGLENTE

(Sgd) JAY C. NUERA

(Sgd) SHY KHRYSS E. SARONG
 Student Researchers

Recommending Approval:

Approved:

(Sgd) **DONNA RUTH P. TALO, MSc.** (Sgd) **MARIETTA C. MACALOLOT, Ph.D**
 Research Adviser Campus Director



APPENDIX A.2
LETTERS
 Republic of the Philippines
 BOHOL ISLAND STATE UNIVERSITY-Bilar Campus
 Zamora, Bilar, Bohol



March 1, 2022

MA. QUIMAR Q. GAHIT, Ed. D
 Dean, College of Teacher Education
 BISU-Bilar, Zamora, Bilar, Bohol

Madam:

Greetings!

The undersigned BSED IV Math students of Bohol Island State University- Bilar Campus, Zamora, Bilar, Bohol would like to ask permission from your office to conduct our research entitled "**Parent's Perception on the Effectiveness of Distance Education After Typhoon Odette**", through survey questionnaire in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education (BSED) major in Mathematics.

We anticipate for your positive response in our request.

Thank you and God bless!

Respectfully yours,

(Sgd) AIDA S. CAHUCOM

(Sgd) JOYCE B. MAGLENTE

(Sgd) JAY C. NUERA

(Sgd) SHY KHRYSS E. SARONG
 Student Researchers

Recommending Approval:

(Sgd) DONNA RUTH P. TALO, MSc.
 Research Adviser

Approved:

(Sgd) MA. QUIMAR Q. GAHIT, Ed.D
 Dean, College of Teacher Education



APPENDIX A.3
LETTERS
 Republic of the Philippines
 BOHOL ISLAND STATE UNIVERSITY-Bilar Campus
 Zamora, Bilar, Bohol



March 1, 2022
LEON CALIPUSAN
 Municipal Mayor
 Loboc, Bohol

Sir:

Greetings of Inner peace and holy joy!

The 4th year Mathematics students of Bohol Island State University - Bilar Campus is currently studying on “**Parent’s Perception on the Effectiveness of Distance Education After Typhoon Odette**”, through survey questionnaire in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education (BSEd).

With this, we would like to request permission from your good office to confer with the list of households in the town.

Rest assured that standard health protocols will be strictly followed.

May this request merit your favorable action. Thank you and God Bless!

Respectfully yours,

(Sgd) AIDA S. CAHUCOM

(Sgd) JOYCE B. MAGLENTE

(Sgd) JAY C. NUERA

(Sgd) SHY KHRYSS E. SARONG
 Student Researchers

Approved:

(Sgd) LEON CALIPUSAN
 Municipal Mayor



APPENDIX A.4 LETTERS

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol



March 1, 2022

Dearest Respondents:

Greetings of Inner peace and holy joy!

The 4th year Mathematics students of Bohol Island State University - Bilar Campus is currently studying through printed modules and power point video presentation for asynchronous and Google forms, virtual meeting/video calls, and phone calls for synchronous instruction "**Parent's Perception on the Effectiveness of Distance Education After Typhoon Odette**", in partial fulfillment of the requirements for the degree of Bachelor of Secondary Education (BSEd). With this, we are glad to inform that you are one of the chosen respondents. We assure utmost confidentiality to the data gathered from you.

Your help as our research respondents means a lot to the researchers.

Thank you and God Bless!

Sincerely yours,

(Sgd) AIDA S. CAHUCOM

(Sgd) JOYCE B. MAGLENTE

(Sgd) JAY C. NUERA

(Sgd) SHY KHRYSS E. SARONG
Student Researchers

APPENDIX B QUESTIONNAIRE

Greetings of Inner peace and holy joy!

The 4th year Mathematics students of Bohol Island State University - Bilar Campus is currently studying “**Parent’s Perception on the Effectiveness of the Distance Education After Typhoon Oddette**” in partial fulfillment of the requirements for the degree of Bachelor of Secondary Education (BSEd). With this, we are glad to inform that you are one of the chosen respondents. We humbly ask for your time and honesty to response on the attached questionnaire below. We assure utmost confidentiality to the data gathered from you.

Your help as our research respondents means a lot to the researchers.

Thank you and God Bless!

Sincerely yours,

(Sgd) AIDA S. CAHUCOM

(Sgd) JOYCE B. MAGLENTE

(Sgd) JAY C. NUERA

(Sgd) SHY KHRYSS E. SARONG
Student Researchers

Name (Optional): _____ Age: _____ No. of Children: _____
 Direction: Check (✓) the column that corresponds to your best response in each statement below.

Legend:
 5 – Strongly Agree
 4 – Agree
 3 – Neutral
 2 – Disagree
 1 – Strongly Disagree

| Statement | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. The schedule of Learning module distribution suited your available time. <i>(Haom sa imong bakanteng oras ang pagpanghatag sa learning modyul.)</i> | | | | | |
| 2. The Distribution of modules was well organized. <i>(Ang pagpanghatag sa modyul organisado)</i> | | | | | |
| 3. The teacher orientation on the use of module during the distribution was clear. <i>(Napasabot sa maestra ang gamit sa maong module sa panahon sa pagpanghatag niini.)</i> | | | | | |
| 4. The teacher provided us with schedule on when to answer the modules and when to submit. <i>(Naghatag ang maestra ug skedyul kanus-a tubagan ug iuli ang modyul.)</i> | | | | | |
| 5. The teacher provided us with options on how to contact him or her when we have questions about the modules. <i>(Naghatag ang maestra ug numero aron makontak kon adunay mga pangutana.)</i> | | | | | |
| 6. There are available boxes in the school where to submit the modules. <i>(Adunay mga kahon sa eskwelahan diin iuli/ibutang ang modyul.)</i> | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 7. The schedule for retrieval is suited to the availability of the parents. <i>(Haom ang skedyul sa pag-uli sa modyul sa bakanteng oras sa mga ginikanan.)</i> | | | | | |
| 8. In case the parents could not submit the modules, we were told to just seek the help of the barangay officers. <i>(Pananglitan, wala ang ginikanan panahon sa ting-uli sa modyul, gitugutan nga pwede kini ipamalihug sa mga barangay opisyals.)</i> | | | | | |
| 9. The retrieval of the modules is organized. <i>(Ang pagpanguli sa modyul organisado.)</i> | | | | | |
| 10. The time to retrieve modules is reasonable. <i>(Ang oras sa pagpanguli sa modyul tukma.)</i> | | | | | |
| 11. The time to accomplish the modules is flexible. <i>(Ang oras sa paghuman ug tubag sa modyul mapauyon-uyonan sigun sa imong gusto.)</i> | | | | | |
| 12. The child has a lot of time to read and answer the tasks. <i>(Ang bata adunay hustong panahon sa pagbasa ug pagtubag sa modyul.)</i> | | | | | |
| 13. The teacher provided us with tips on how to use time to answer the modules wisely. <i>(Naghatag ug pamaagi unsaon pag bahin-bahin sa oras aron tubagan ang modyul)</i> | | | | | |
| 14. Time allotment to accomplish the learning modules for each subject is adequate. <i>(Ang gigahin nga oras kada subject insakto sa paghuman ug tubag niini.)</i> | | | | | |
| 15. The child is able to cope with the subjects within the time given. <i>(Kaya sa bata tubagan ang kada subject sa gihatag nga oras.)</i> | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| <p>16. The activities are enough to allow learners to acquire the expected competencies. <i>(Tukma ang mga buluhaton aron makat-onan sa bata ang angayan makat-onan sa maong kompetensi.)</i></p> | | | | | |
| <p>17. The activities are child friendly or are suited to the children. <i>(Ang mga buluhaton haom sa mga kabataan.)</i></p> | | | | | |
| <p>18. The Learning activities are localized. <i>(Ang mga buluhaton sa pagkat-on haom sa bata.)</i></p> | | | | | |
| <p>19. The learning activities are realistic. <i>(Ang mga buluhaton sa pagkat-on subay sa realidad.)</i></p> | | | | | |
| <p>20. The activities in the learning modules are enjoyable. <i>(Ang mga buluhaton sa modyul makalingaw.)</i></p> | | | | | |
| <p>21. School is clean and well-maintained. <i>(Ang eskwelahan limpyo sa kanunay.)</i></p> | | | | | |
| <p>22. School has safety equipment like handwashing area, foot press alcohol dispenser, thermal scanner and disinfecting mat. <i>(Ang eskwelahan adunay kompletong gamit alang sa pagsunod sa protocols ug kaluwasan.)</i></p> | | | | | |
| <p>23. School has printed arrows use to observe physical distancing. <i>(Ang eskwelahan adunay mga arrow nga gi-imprinta aron sumbanan sa hustong distansya.)</i></p> | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| <p>24. School has assigned Purok Parent Leaders per grade level to get the modules maintain minimal number of parents inside the school. <i>(Nakigsabot ang eskwelahan sa mga purok leaders matag grado aron masunod kanunay ang gidaghanon sa mga ginikanan nga magkuha/mag-uli sa module nga makasulod sa eskwelahan.)</i></p> | | | | | |
| <p>25. Teachers and Parents wear face mask and face shield while inside the school premises. <i>(Magsuot ug facemask ang mga maestra ug ginikanan sa sulod sa eskwelahan.)</i></p> | | | | | |
| <p>26. I feel my contribution to my child's education is valuable. <i>(Akong gibati nga bililhon ang akong kontribusyon sa eddukasyon sa akong anak)</i></p> | | | | | |
| <p>27. I know how to help my child on his/her schoolwork. <i>(Kahibalo ko unsaon pagtabang sa akong anak sa iyang buluhaton sa eskwelahan)</i></p> | | | | | |
| <p>28. My calls to school staff are answered promptly. <i>(Gitubag dayon ang akong mga tawag sa mga kawani sa eskwelahan)</i></p> | | | | | |
| <p>29. My child's teacher expects me to help with homework. <i>(Ang magtutudlo sa akong anak nagpaabot nga mutabang ko sa homework)</i></p> | | | | | |
| <p>30. My work schedule interferes with my ability to help my child with schoolwork.</p> | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| <p><i>(Ang akong schedule sa akong trabahaho makababag sa akong abilidad sa pagtabang sa akong anak sa bulahaton sa eskwelahan)</i></p> | | | | | |
| <p>31. We have stable working internet at home. <i>(Naa mi stable working internet sa balay)</i></p> | | | | | |
| <p>32. Technology devices needed are accessible at home. <i>(Ang mga kagamitan sa teknolohiya nga gikinahanglan kay ma access sa balay)</i></p> | | | | | |
| <p>33. I encouraged my child to use technology for their school work. <i>(Giawhag nako ang akong anak sa paggamit sa teknolohiya alang sa ilang bulahaton sa eskwelahan)</i></p> | | | | | |
| <p>34. My child is familiar with online teaching tools used by the teacher for learning. <i>(Ang akong anak pamilyar sa online nga mga himan sa pagtudlo nga gigamit sa magtutudlo alang sa pagkat-on.)</i></p> | | | | | |
| <p>35. The school provides adequate access to technological tools for learning. <i>(Naghatag ang eskwelahan ug igong pag access sa mga himan sa teknolohiya alang sa pagkat-on.)</i></p> | | | | | |

**APPENDIX C
RAW DATA**

| PARENT | AGE | NO. OF CHILDREN |
|---------------|------------|------------------------|
| 1 | 42 | 4 |
| 2 | 47 | 5 |
| 3 | 53 | 2 |
| 4 | 47 | 2 |
| 5 | 47 | 2 |
| 6 | 36 | 1 |
| 7 | 40 | 2 |
| 8 | 65 | 4 |
| 9 | 52 | 7 |
| 10 | 45 | 1 |
| 11 | 36 | 5 |
| 12 | 60 | 8 |
| 13 | 44 | 2 |
| 14 | 46 | 5 |
| 15 | 43 | 3 |
| 16 | 40 | 4 |
| 17 | 50 | 3 |
| 18 | 58 | 2 |
| 19 | 48 | 5 |
| 20 | 35 | 3 |
| 21 | 33 | 4 |
| 22 | 37 | 3 |
| 23 | 38 | 1 |
| 24 | 47 | 3 |
| 25 | 47 | 3 |
| 26 | 62 | 6 |
| 27 | 46 | 3 |
| 28 | 64 | 1 |
| 29 | 51 | 10 |
| 30 | 61 | 11 |
| 31 | 42 | 6 |
| 32 | 56 | 6 |
| 33 | 42 | 3 |
| 34 | 48 | 4 |
| 35 | 53 | 3 |
| 36 | 49 | 4 |
| 37 | 42 | 6 |
| 38 | 48 | 1 |
| 39 | 45 | 4 |
| 40 | 47 | 2 |
| 41 | 54 | 1 |

| | | |
|----|----|----|
| 42 | 46 | 5 |
| 43 | 58 | 6 |
| 44 | 42 | 5 |
| 45 | 45 | 4 |
| 46 | 41 | 4 |
| 47 | 39 | 3 |
| 48 | 41 | 3 |
| 49 | 35 | 1 |
| 50 | 52 | 4 |
| 51 | 38 | 3 |
| 52 | 40 | 2 |
| 53 | 45 | 1 |
| 54 | 39 | 4 |
| 55 | 34 | 2 |
| 56 | 37 | 1 |
| 57 | 35 | 2 |
| 58 | 57 | 2 |
| 59 | 66 | 3 |
| 60 | 36 | 9 |
| 61 | 60 | 2 |
| 62 | 63 | 10 |
| 63 | 43 | 6 |
| 64 | 52 | 2 |
| 65 | 40 | 4 |
| 66 | 48 | 3 |
| 67 | 42 | 3 |
| 68 | 49 | 5 |
| 69 | 39 | 5 |
| 70 | 61 | 3 |
| 71 | 58 | 7 |
| 72 | 51 | 6 |
| 73 | 50 | 2 |
| 74 | 34 | 8 |
| 75 | 47 | 2 |
| 76 | 41 | 3 |
| 77 | 48 | 4 |
| 78 | 58 | 1 |
| 79 | 37 | 4 |
| 80 | 45 | 1 |
| 81 | 50 | 3 |
| 82 | 58 | 6 |
| 83 | 40 | 4 |
| 84 | 36 | 3 |

| | | |
|-----|----|---|
| 85 | 38 | 1 |
| 86 | 33 | 2 |
| 87 | 56 | 2 |
| 88 | 42 | 3 |
| 89 | 51 | 5 |
| 90 | 48 | 4 |
| 91 | 45 | 6 |
| 92 | 55 | 6 |
| 93 | 51 | 3 |
| 94 | 46 | 3 |
| 95 | 49 | 4 |
| 96 | 33 | 1 |
| 97 | 35 | 3 |
| 98 | 48 | 5 |
| 99 | 60 | 7 |
| 100 | 36 | 3 |

APPENDIX D RESULTS

Table 2.1 Distribution of Modules

| STATEMENTS | WEIGHTED MEAN | DESCRIPTIVE RATING |
|---|---------------|--------------------|
| 6. The schedule of learning module distribution suited your available time. (<i>Haom sa imong bakanteng oras ang pagpanghatag sa learning modyul.</i>) | 4.04 | Effective |
| 7. The distribution of modules was well organized. (<i>Ang pagpanghatag sa modyul organisado</i>) | 3.87 | Effective |
| 8. The teacher orientation on the use of module during the distribution was clear. (<i>Napasabot sa maestra ang gamit sa maong module sa panahon sa pagpanghatag niini.</i>) | 3.98 | Effective |
| 9. The teacher provided us with schedule on when to answer the modules and when to submit. (<i>Naghatag ang maestra ug skedyul kanus-a tubagan ug iuli ang modyul.</i>) | 4.05 | Effective |
| 10. The teacher provided us with options on how to contact him or her when we have questions about the modules. (<i>Naghatag ang maestra ug numero aron makontak kon adunay mga pangutana.</i>) | 4.08 | Effective |
| General Weighted Mean | 4.004 | Effective |

Table 2.2 Retrieval of modules

| Statement | Weighted Mean | Descriptive Rating |
|--|---------------|--------------------|
| 6. There are available boxes in the school where to submit the modules. (<i>Adunay mga kahon sa eskwelahan diin iuli/ibutang ang modyul.</i>) | 3.97 | Effective |
| 7. The schedule for retrieval is suited to the availability of the parents. (<i>Haom ang skedyul sa pag-uli sa modyul sa bakanteng oras sa mga ginikanan.</i>) | 3.87 | Effective |
| 8. In case the parents could not submit the modules, we were told to just seek the help of the barangay officers. (<i>Pananglitan, wala ang ginikanan panahon sa ting-uli sa modyul, gitugutan nga pwede kini ipamalihug sa mga barangay opisyal.</i>) | 3.61 | Effective |
| 9. The retrieval of the modules is organized. (<i>Ang pagpanguli sa modyul organisado.</i>) | 3.96 | Effective |
| 10. The time to retrieve modules is reasonable. (<i>Ang oras sa pagpanguli sa modyul tukma.</i>) | 3.85 | Effective |
| General Weighted Mean | 3.852 | Effective |

Table 2.3 Time Allotment

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|--------------------|
| 1. The time to accomplish the modules is flexible. <i>(Ang oras sa paghuman ug tubag sa modyul mapauyon-uyonan sigun sa imong gusto.)</i> | 3.71 | Effective |
| 2. The child has a lot of time to read and answer the tasks. <i>(Ang bata adunay hustong panahon sa pagbasa ug pagtubag sa modyul.)</i> | 3.79 | Effective |
| 3. The teacher provided us with tips on how to use time to answer the modules wisely. <i>(Naghatag ug pamaagi unsaon pag bahin-bahin sa oras aron tubagan ang modyul)</i> | 3.81 | Effective |
| 4. Time allotment to accomplish the learning modules for each subject is adequate. <i>(Ang gigahin nga oras kada subject insakto sa paghuman ug tubag niini.)</i> | 3.94 | Effective |
| 5. The child is able to cope with the subjects within the time given. <i>(Kaya sa bata tubagan ang kada subject sa gihatag nga oras.)</i> | 3.54 | Effective |
| General Weighted Mean | 3.758 | Effective |

Table 2.4 Learning Activities/Assessment

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|--------------------|
| 6. The activities are enough to allow learners to acquire the expected competencies. <i>(Tukma ang mga buluhaton aron makat-onan sa bata ang angayan makat-onan sa maong kompetensi.)</i> | 3.7 | Effective |
| 7. The activities are child friendly or are suited to the children. <i>(Ang mga buluhaton haom sa mga kabataan.)</i> | 3.75 | Effective |
| 8. The Learning activities are localized. <i>(Ang mga buluhaton sa pagkat-on haom sa bata.)</i> | 3.91 | Effective |
| 9. The learning activities are realistic. <i>(Ang mga buluhaton sa pagkat-on subay sa realidad.)</i> | 3.9 | Effective |
| 10. The activities in the learning modules are enjoyable. <i>(Ang mga buluhaton sa modyul makalingaw.)</i> | 3.52 | Effective |
| General Weighted Mean | 3.446 | Effective |

Table 2.5 Safety and Health Protocols

| Statement | Weighted Mean | Descriptive Rating |
|--|---------------|--------------------|
| 1. School is clean and well-maintained. (<i>Ang eskwelahan limpyo sa kanunay.</i>) | 3.82 | Effective |
| 2. School has safety equipment like handwashing area, foot press alcohol dispenser, thermal scanner and disinfecting mat. (<i>Ang eskwelahan adunay kompletong gamit alang sa pagsunod sa protocols ug kaluwasan.</i>) | 3.87 | Effective |
| 3. School has printed arrows use to observe physical distancing. (<i>Ang eskwelahan adunay mga arrow nga gi-imprinta aron sumbanan sa hustong distansya.</i>) | 3.81 | Effective |
| 4. School has assigned Purok Parent Leaders per grade level to get the modules maintain minimal number of parents inside the school. (<i>Nakigsabot ang eskwelahan sa mga purok leaders matag grado aron masunod kanunay ang gidaghanon sa mga ginikanan nga magkuha/mag-uli sa module nga makasulod sa eskwelahan.</i>) | 3.71 | Effective |
| 5. Teachers and Parents wear face mask and face shield while inside the school premises. (<i>Magsuot ug facemask ang mga maestra ug ginikanan sa sulod sa eskwelahan.</i>) | 3.94 | Effective |
| General Weighted Mean | 3.83 | Effective |

Table 2.6 Parent Involvement

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|--------------------|
| 1. I feel my contribution to my child's education is valuable. (<i>Akong gibati nga bilihon ang akong kontribusyon sa eddukasyon sa akong anak</i>) | 3.83 | Effective |
| 2. I know how to help my child on his/her schoolwork. (<i>Kahibalo ko unsaon pagtabang sa akong anak sa iyang buluhaton sa eskwelahan</i>) | 3.8 | Effective |
| 3. My calls to school staff are answered promptly. (<i>Gitubag dayon ang akong mga tawag sa mga kawani sa eskwelahan</i>) | 2.44 | Less Effective |
| 4. My child's teacher expects me to help with homework. (<i>Ang magtutudlo sa akong anak nagpaabot nga mutabang ko sa homework</i>) | 3.83 | Effective |
| 5. My work schedule interferes with my ability to help my child with schoolwork. (<i>Ang akong schedule sa akong trabahaho makababag sa akong abilidad sa pagtabang sa akong anak sa bulahaton sa eskwelahan</i>) | 3.46 | Effective |
| General Weighted Mean | 3.472 | Effective |

Table 2.7 Availability of Learning Resources

| Statement | Weighted Mean | Descriptive Rating |
|---|---------------|--------------------|
| 1. We have stable working internet at home. (<i>Naa mi stable working internet sa balay</i>) | 2.13 | Less Effective |
| 2. Technology devices needed are accessible at home. (<i>Ang mga kagamitan sa teknolohiya nga gikinahanglan kay ma access sa balay</i>) | 2.93 | Undecided |
| 3. I encouraged my child to use technology for their school work. (<i>Giawhag nako ang akong anak sa paggamit sa teknolohiya alang sa ilang bulahaton sa eskwelahan</i>) | 2.44 | Less Effective |
| 4. My child is familiar with online teaching toused by the teacher for learning. (<i>Ang akong anak pamilyar sa online nga mga himan sa pagtudlo nga gigamit sa magtutudlo alang sa pagkat-on.</i>) | 2.65 | Undecided |
| 5. The school provides adequate access to technological tools for learning. (<i>Naghatag ang eskwelahan ug igong pag access sa mga himan sa teknolohiya alang sa pagkat-on.</i>) | 2.12 | Less Effective |
| General Weighted Mean | 2.454 | Less Effective |

APPENDIX E
Reliability Tests

Reliability Test for Survey Questionnaire

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|-------------------------|---|------------------------|
| .852 | .871 | 35 |