

## **Collaborative Efforts to Education in The New Normal: Evidence Among PantawidPamilyang Pilipino Program (4ps) Parents in The Philippines**

**Glory Fe Oraller-Balazo**  
[Gloryfe.oraller@deped.gov.ph](mailto:Gloryfe.oraller@deped.gov.ph)  
Dolores National High School  
Dolores, Eastern Samar

### **Abstract**

*The only way to prevent COVID-19 from deepening inequality for the entire generation of children is to equip families to support learning at home. With this, the DepEd decided to have the various distance learning modalities wherein parents will now serve as front liners when it comes to supporting their children's education. A descriptive study that aims to examine the level of awareness and readiness of PantawidPamilyang Pilipino Program (4Ps) parents in assisting their children's education via distance learning modalities in the new normal was conducted. The data was collected using a survey questionnaire and were analyzed using descriptive and inferential statistics. Findings revealed a significant relationship between the awareness of (4Ps) parents on the different distance learning modalities and their preparedness to assist their children's education in the new normal. Moreover, it shows no significant relationship between the (4Ps) parents' profile in terms of their source of income and parenting status to the awareness and readiness on the various distance learning modalities.*

**Keyword:** Distance Learning Modalities, Awareness, Preparedness, Source of Income, Parenting Status

### **INTRODUCTION**

Parental guidance and support for educational activities at home and parental involvement in schooling are critical to children's education. An increasing body of research shows that developing successful relationships among parents, families, and schools to promote learning for children contributes to better learning outcomes. Parents are the first and continuing educators of their children. Research also shows that teacher quality, including standards and training in parental engagement, is essential in facilitating active parental engagement. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020; Esirah, 2019; Esirah 2021).

The immediate closure of schools was indeed unexpected. Amidst these public health crises, we are all caught off guard and unconscious on how we will face the current situation. There is nothing more important this time than to focus on the concern of everyone. Since everything now is being served in a digital space to avoid by the circumstances of getting COVID-19, the education system rushes to the decision to meet the needs of the learners. The new normal has given us the chance to re-engineer the teaching and learning strategies that

we need to provide to our learners. Classes of learners will be turned to virtual space. On the other hand, the parents will have a big part in the teaching and learning process in the new normal (Ayeni & Ebong 2016; Arham & Hudriati 2018). May it be in the form of providing gadgets and the internet for online education if they can, or guiding their children in their studies at home using the provided modules (Bayocot, 2020).

With the current situation, determining the level of awareness and preparedness of our PantawidPamilyang Pilipino Program (4Ps) parents of Dolores National High School in assisting their children's education is necessary. This study's findings hope to contribute to the crafting of developmental programs that will intensify the parent's perceived role and responsibilities to their children's education in the new normal.

### **Objectives of the Study**

This study examined the parents' awareness and readiness on distance learning modalities for the new normal and to craft a developmental program that intensifies parents' perceived role and responsibilities to their children's education. Specifically, this study was directed with the following objectives;

1. Describe the socio-demographic characteristics of the respondents (parents) in terms of;
  - 1.1. Source of income and
  - 1.2. Parenting Status,
2. Determine parent's level of awareness on the distance learning modalities in terms of
  - 2.1 Blended learning; and
  - 2.2 Distance Learning,
3. Examine the level of readiness to assist in their children's education via distance learning modalities,
4. Test the significant relationship between parent's level of awareness and readiness to assist on their children's education via distance learning modalities, and

### **METHOD**

This is a descriptive study that aims to examine the level of awareness and readiness of PantawidPamilyang Pilipino Program (4Ps) parents in assisting their children's education via distance learning modalities in the new normal. Due to limitations on the research locale and time allotment, a total of 30 PantawidPamilyang Pilipino Program (4Ps) parents agreed to become respondents of this study. The respondents are all residents of Dolores Eastern Samar who are available at the time of the survey and are willing to be respondents of the study.

The researcher developed a survey questionnaire containing the socio-demographic characteristics, level of awareness, and readiness of PantawidPamilyang Pilipino Program (4Ps) parents. Three identified individuals validated it: one an expert researcher, a Senior High School teacher who holds a Master's degree in education and personnel in the Department of Social Welfare and Development (DSWD) using a five-point Likert scale for quality assurance. Over-all results verified that the survey questionnaire was reliable at 0.838 reliability coefficient through Cronbach's' alpha ( $\alpha$ ).

Before data collection, permission was sought from the Department of Social Welfare and Development (DSWD). Copies of the questionnaires were reproduced and were

distributed to the respondents after asking their consent. In analyzing the data, the descriptive and inferential analysis was used. For the first objective, frequency and percentage were used to describe the respondents' profile in terms of the source of income and parenting status. For the second and third objectives, the median was used in assessing the parents' level of awareness and readiness on the various distance learning modalities on the new normal. For the fourth objective, the spearman rho correlation was applied in testing if there is a significant relationship in parents' awareness and readiness in assisting their children's education via distance learning modalities. For the last objective, Kruskal Wallis, a non-parametric test was used to assess respondents' profiles as predictors of parents' readiness and awareness of their children's education via distance learning modalities.

## FINDINGS AND DISCUSSION

### Socio-demographic profile of 4ps parents in Dolores National High School

A total of thirty (30) selected PantawidPamilyang Pilipino Program (4Ps) parents in Dolores National High School participated. The respondents' profile considered in the study includes a source of income and their parenting status, as shown in table 1. In terms of the source of income, the farming industry has the highest frequency with 63.3% or nineteen parents, which is one of the most eligible beneficiaries of the said program based on the Republic Act No. 11310 Section 6. 23.3% are in the service industry and 13.3% of which are in the labor industry.

In terms of parenting status, duo parenting has the highest frequency with 90% or 27 respondents, 6.7% as guardian, and solo parenting with 3.3%. These changes in family structure are due to migrations abroad or the city for work or studies, on the part of the parent and the adolescent child, and marital separation and parental death. (Cruz, et al., 2001).

**Table 1.** Socio – demographic profile of 4Ps parents in Dolores National High School

Profile	f (n = 30)	%
<b>Source of income</b>		
Farm Industry	19	63.3
Labor Industry	4	13.3
Service Industry	7	23.3
<b>Parenting Status</b>		
Solo parenting	1	3.3
Duo parenting	27	90.0
Guardian	2	6.7

### Parent's level of awareness on the various Distance learning modalities

Table 2 presents the level of parents' awareness of the various distance learning modalities, specifically on blended and modular distance learning.

In blended learning, parents are "somewhat aware" on what blended learning is, what available resources are present at home that can be used in blended learning, and how to facilitate these resources. Also, the are "slightly aware" on how to supervise learners on web activities, how to use smartphones, computer, and laptop as a tool in monitoring the performance of the learner, and on how to distinguish trusted online learning sources from

non-trusted sources, and "not at all aware" on where to access these e-Books and e-references in the internet. With an overall median of 2 interpreted as "slightly aware". On modular learning, parents are "moderately aware" on how to motivate the child in the learning process while at home. "Somewhat aware" on what modular learning is, where to get these modules and books, how to facilitate learning with the use of these learning modules, how to guide the learner on the different activities present on the module, and know some reference books at home that can help the learner understand the lesson better. With an overall median of 3 interpreted as "somewhat aware".

Based on the result, parents are more familiar with modular learning compared to blended learning.

**Table 2.** Parent's level of awareness on the various distance learning modalities

<b>On Blended Learning</b>	<b>Median</b>	<b>Interpretation</b>
I know what is blended learning.	3	Somewhat Aware
I Know the available learning resources present at home that can be used on blended learning.	3	Somewhat Aware
I know on how to facilitate learning with the use of the different resources (TV/Radio, computer).	3	Somewhat Aware
I know on how to supervise learners on web activities.	2	Slightly Aware
I know how to use smartphones, computer, and laptop as a tool in monitoring the performance of the learner.	2	Slightly Aware
I know where to access these e-Books and e-references in the internet.	1	Not at all aware
I know how to distinguish trusted online learning sources from non-trusted sources.	2	Slightly Aware
<b>Over-all Median</b>	<b>2</b>	<b>Slightly Aware</b>
<b>On Modular Learning</b>	<b>Median</b>	<b>Interpretation</b>
I know what modular learning is.	3.5	Somewhat Aware/Moderately Aware
I know where to get these modules and books.	3	Somewhat Aware
I know on how to facilitate learning with the use of these learning modules.	3	Somewhat Aware
I know how to provide guidance to the learner on the different activities present on the module.	3	Somewhat Aware
I know on how to use cellphone as a tool in communicating with the teacher about the concerns, updates and performance of the learner.	2	Slightly Aware
I know some reference books at home that can help the learner understand the lesson better.	3	Somewhat Aware
I know on how to motivate the child in the learning process while at home.	4	Moderately Aware
<b>Over-all Median</b>	<b>3</b>	<b>Somewhat Aware</b>

**Parent's level of readiness to assist on their children's education via Distance learning modalities**

Table 3 shows the level of parent's readiness to assist their children's education via distance learning modalities.

Parents are "highly ready" to provide materials necessary to complete all activities and assignments, prioritize kids well – being, to become a good listener to their kids, to provide peaceful study space at home, and to supervise and monitor their child's learning. The overall median was three interpreted as "moderately ready."

**Table 3.** Parent's level of readiness to assist on their children's education via distance learning modalities

Statements	Median	Interpretation
Establish a routine/timetable on when to study and to do home works with children.	3	Moderately Ready
Supervise and monitor child's learning.	4	Highly Ready
Follow-up child performance by communicating with his/her teachers.	3	Moderately Ready
Guide the child in understanding the lessons presented in the module or in any learning materials.	3	Moderately Ready
Provide support to those children who are not used to self – directed learning.	3	Moderately Ready
Supply secure device to your kids.	3	Moderately Ready
Prioritize kids well – being.	4	Highly Ready
Become a good listener to your kids.	4	Highly Ready
Begin and end the day by checking-in child's process instructions from their teachers, and helps them organize themselves and on their priorities.	3	Moderately Ready
Provide peaceful study space at home.	4	Highly Ready
Embrace the differences and opportunities in learning at home.	3	Moderately Ready
Help them check messages and communicate with school.	3	Moderately Ready
Provide materials necessary to complete all activities and assignments.	4	Highly Ready
<b>Over-all Median</b>	<b>3</b>	<b>Moderately Ready</b>

**Relationship between parent's level of awareness and readiness to assist on their children's education via Distance learning modalities**

Spearman Rho correlation was used to determine if there is a relationship between the parents' level of awareness and to its readiness to assist on their children's education via distance learning modalities. Table 4 indicates a moderately high correlation between parents' readiness on distance learning modalities with awareness of modular learning ( $\rho = .698, p = .000$ ), and Blended learning ( $\rho = .604, p = .000$ ). Moreover, since the p-values are both



smaller compared to the level of significance, there is a piece of ample evidence to reject the null hypothesis and declare that there is a significant relationship between the two variables.

The result shows that awareness leads to readiness; the same result was stated by Leonardo (2010) in his article that varying degrees of readiness depends on awareness level.

**Table 4.** Spearman rank test of relationship between parent's level of awareness and readiness to assist on their children's education via distance learning modalities

Criterion Variable	Predictive Variables	rho	Correlational Interpretation	p value	Decision	Interpretation
Readiness on distance learning modalities	Awareness on Modular Instruction	.698	Moderately high	.000	Reject H <sub>0</sub>	Significant
	Awareness on Blended Instruction	.604	Moderately high	.000	Reject H <sub>0</sub>	Significant

$\alpha = 0.05$

## CONCLUSION

The Philippines faced many problems that emerged in the implementation of modular distance learning. The education sector should consider this problem by looking into the perspectives of parents and families living below the poverty line. Most PantawidPamilyang Pilipino Program (4Ps) parents in the research locale are in the farm industry (rice, copra, poultry, and fish), are under duo parenting status. The respondents are somewhat aware of the various learning modalities that will be used on the new normal and are moderately ready to assist in their children's education via distance learning modalities on the reopening of classes. Finally, there is a significant relationship between the awareness and readiness of 4Ps parents on their children's education via distance learning modalities. Hence, the Department of Education and its stakeholders must collaborate together towards the success of Philippine Educational System despite the COVID-19 pandemic. It is imperative that every school must be provided with support and enough funds.

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