

Barangay Elementary Schools' Readiness and Effectiveness on Distance Learning as Perceived by 4Ps (Pantawid Pamilyang Pilipino Program) Parent-Recipients

Mischiel Gagate Adigue and Ben Fermin Q. Abuda

Abstract

Continuity in education is a crucial task of the education sector in the time of pandemic. Thus, a study was made on the level of readiness and effectiveness on the implementation of distance learning among Barangay Elementary Schools in Taft district, province of Eastern Samar during the school year 2020-2021. Using correlational research design, the Researcher employed survey questionnaire among 100 4Ps' parents selected via total enumeration technique. The data were analyzed using descriptive and inferential statistics at .05 level of significance. Findings revealed that the majority of the Parent-Recipients are earning a living through crop farming with a secondary level of education and that they belong to small family size. The Barangay Elementary Schools are perceived to be highly ready and very effective in implementing distance learning. Notably, there is a significant negative association between parents' educational attainment and the perceived effectiveness of modular distance learning implementation, while there is a significant positive relationship between schools' readiness and effectiveness in implementing distance learning. Moreover, data revealed a significant difference in schools' readiness to implement distance learning. Hence, it is recommended for the Department of Education to provide a guidebook to parents that will enable them to assist their children in answering learning modules correctly, and to regularly review and monitor schools' learning continuity plans and to strengthen linkages with other stakeholders.

Key Words: Effectiveness, Readiness, Distance Learning, Educational Attainment, Barangay Elementary Schools

Introduction

The global pandemic affected almost all sectors of the world. The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020) estimated that 87 per cent of the students were affected by school closures from 180 countries. Randall et al. (2020) also reported that most academic institutions around the globe have cancelled face-to-face instruction and moved into virtual learning in January 2020 in an effort to contain COVID-19 spread, including the Philippines. According to Chang and Yano (2020), the massive lockdowns forced the government to an unparalleled task of ensuring continuity in education. Indeed, the problem caused by the pandemic world pushed every nation to adopt different measures to deal with the educational crisis, including digitalization and distance education platforms.

Article XIV, Section 2 of the 1987 Philippine Constitution instructed the government to maintain a system of free public education, without limiting the natural right of parents to their children. Distance education is

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a new thing for the DepEd community, which refers to learning taking place between teacher and the learner who are geographically remote from each other during instruction through modular, online, and blended learning. According to Dangle and Sumaoang (2020) the lack of school funding for material production is one of the main challenge that hampers the delivery of quality education. According to Servito (2020), parents play huge role as home facilitators. Unfortunately, Manlangit, Paglumutan, and Sapera (2020) noted that almost half of the population among parents are high school graduates, and minimal percentage of literate individuals. These statements entail the need for teachers to double their effort and tap parents' expertise in teaching basic skills in reading and numeracy among their children.

In the Philippines, the opening of the school year 2020-2021 took two months behind its original schedule due to many factors. A survey conducted among parents in the school's division of Eastern Samar last May of 2020 guided the schools' division officers to release Division Memorandum 124-A entitled "*Implementation of the printed modular learning approach as a default learning modality in line with the basic educations services delivery in the new normal for the Department of Education school of Eastern Samar*" which imposed the use of printed modular learning approach as a default learning modality due to unstable internet connectivity, and lack of necessary digital facilities. Wang et al. (2020) proposed that parents be taught strategies to aid learners' remote education in these times of uncertainty. As much as these programs are considered necessary to resolve the present time's needs, it has also provided a daunting routine among parents who work away from home while taking learning responsibility of their kids.

Hence, the Researcher examined selected Parent-Recipients' perceived schools' readiness and effectiveness in implementing distance learning of four (4) Barangay Elementary Schools in the Taft district, province of Eastern Samar. Specifically, this study focused on families who are recipients of the Pantawid Pamilyang Pilipino Program (4Ps) in the said locality, as up to date, there is a lack of reviews and studies in this area of concern.

Methodology

Research Design

A correlational research design was used to assess Barangay schools' readiness and the effectiveness of the implementation of distance learning. These schools are located in low risk carline areas in Taft district, province Eastern Samar namely: Nato Elementary School, Bati-awan Elementary School, San Luis Elementary School, and Dacul Elementary School and were chosen based on their considerable number of students who are recipients of the Pantawid Pamilyang Pilipino Program (4Ps).

Research Sample

This study's respondents are parents of elementary learners who are recipients of the Pantawid Pamilyang Pilipino Program, who are officially registered in the Learners' Information System (LIS), and have opted distance learning for their children for the school year 2020-2021. One hundred (100) totally enumerated respondents were selected based on the provided list by the District 4Ps coordinator of Taft district, province of Eastern Samar.

Data Collection Method

The Researcher used a three-part questionnaire composed of (1) Parent-Recipients' socio-demographic profile, (2) perceived school readiness, and (3) perceived effectiveness of distance learning modalities

which were filled out by the Parent-Recipients to collect responses directing the research objectives. A Waray version of the questionnaire was developed and implemented for better understanding among the respondents. An intercoder-reliability computed percentage of 85% showed that the final questionnaire is appropriate and ready to use. Then, a reliability-based Kappa value of 0.88 showed that the instrument is applicable for this inquiry.

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

Analysis of Data

The data were tabulated, organized, analyzed, and interpreted with the use of descriptive as well as inferential statistical tools, including frequency count, percentage, median, Kruskal Wallis H-test, One-way Analysis of Variance (ANOVA), and Spearman's rank correlation at 0.05 level of significance.

Results and Discussion

Parent-Respondents' Profile

Table 1 shows that 33% of the total respondents considered crop farming as their primary source of income. The combination of the three major sources of income was taken by only 5% of the Parent-Recipients as their means for everyday living. This can be attributed to the fact that 51.10% of the lands in the province of Eastern Samar are utilized for farming purposes and that rice production is the major source of income in the municipality of Taft, Eastern Samar (Department of Agriculture, 2019). A similar result was observed in an evaluative study made by Montilla et al. (2015) on the Pantawid Pamilyang Pilipino Program in the Philippines, to which one-fourth or 25% of the Parent-Recipients belong to the farming industry. It goes to say that the recipients of the government assistance program are employing all means to support the education of their children.

The data on educational attainment profile shows that 29% reached a secondary level of education, followed by secondary graduates with a difference of 1%. Examining closely, one-fourth of the populace or 25 Parent-Recipients reached elementary level, while only one among the 100 Parent-Recipients attained a college degree. These results are aligned with the findings of Sanchez-Danday, et al. (2019) on the prevalence of Filipino parents who reached high school or secondary level of education. The findings imply the need capacitate parents' in properly assisting their children.

Lastly, household size showed that 47% or 47 families recipients of the 4Ps program came from a small household size with at most four children. Surprisingly, 10% of the Parent-Recipients have only one child in the family. Similarly, the 2020 Philippine Average Household Size was found to be 4.4 people per household. Lluz (2020) pointed out the significant correlation between household's monthly income and major factor causing drop-out cases. The results suggest that some Filipino families regulate household size considering the impact of poverty, thus implying the need for the education leaders to instill proper family planning, even at the young age.

Table 1 Parent-Respondents' Profile		
Respondents' Profile	Frequency N = 100	Percent (%)
Source of Income		
Crops and livestock wages, and small wage laborer	5	5
Farming and small wage laborer	19	19
Crops and livestock farming	7	7
Small wages through labor	23	23
Livestock and poultry farming	6	6
Crop farming	33	33
Educational Attainment		
College graduate	1	1
College level	4	4
Secondary graduate	28	28
Secondary level	29	29
Elementary graduate	13	13
Elementary level	25	25
Household size		
Very large (<i>More than 10</i>)	7	7
Large (<i>7-10</i>)	36	36
Small (<i>4-6</i>)	47	47
Very small (<i>1-3</i>)	10	10

Perceived Level of Schools' Readiness on Distance Learning

All the ten indicators in preparation of learning materials were perceived to be “highly ready” with a median score of 4. The result shows that the instructions of the activities, text and image formats, and time allotment are appropriate and readily prepared by the teachers. The findings support Kizlik's (2014, p. 10) notion that “the preparation of learning materials are the major determinants of a quality developed learning module”, and Hojjati and Muniandy (2014) print legibility to improve learners' interest in reading. The findings imply the immeasurable efforts made by elementary teachers in preparing learning materials suitable to the students' learning needs.

In terms of the distribution of learning materials, the Parent-Recipients perceived school linkages and assigning of pick-up points as “very highly ready” with a median score of 5. However, they all scored

low in the regular and weekly distribution of deliverable. Over all, the schools were perceived to be “highly ready” in the distribution of learning materials in the safest way possible as indicated by the over-all median score of 4. The result is related to Sarmiento et al. (2021) positioning the huge role of the government in maintaining a working dynamics in the continuous delivery of education. The general result opposes the conclusion made by Fedina et al. (2017) on teachers’ deficient level of awareness regarding distance learning technologies.

In terms of the retrieval of learning materials, the schools are perceived to be “very highly ready” in terms of announcing the schedule for retrieval of learning materials and the availability of a storage box to where modules are placed. In an overall scale, the schools and assigned personnel are ready to retrieve learners’ outputs and provided modules as indicated by the overall median score of 4. The result provides a micro-answer to the major challenge posed by Brossard and his colleagues (2020) on learning deprivation in the Philippines. The findings imply the need to regularly review schools’ learning continuity plans, while highlighting the relevance of school-and-home linkages to address learning issues.

Table 2 Summary Table on The Parent-Recipients’ Perceived Level of Schools’ Readiness on Distance Learning		
Indicators of Schools’ Readiness on Distance Learning	Median	Interpretation
Preparation of Learning Materials	4	Very highly ready
Distribution of Learning Materials	4	Very highly ready
Retrieval of Learning Materials	4	Very highly ready
Over-all median	4	Highly ready

Perceived Level of Schools’ Effectiveness on Distance Learning

In terms of monitoring of learning, the results show that teachers are “effective” in implementing home visitation, communicating with parents with regards to learning issues, giving marks on learners’ works, and requesting video capsules on learners while doing the required tasks. Overall, teachers are found to be effective in monitoring learning using the most appropriate and safety-abiding ways possible, with an overall median score of 4. The findings are related to the result of Dorado et al. (2009) study on convenience and social interaction as effective correlates of learning, while it opposes Putri et al. (2020) notion on the teachers’ lack of preparedness to monitor learning, and Dong et al. (2020) parents’ negative attitude towards the implementation of distance learning.

In terms of the assessment of learning, the Parent-Recipients perceived the use of learners’ portfolio as “extremely effective” with a median score of 5. In general, majority of the responses centered on the “very effective” use of tools in evaluating learners’ understanding. Overall, the results show that the schools employed appropriate assessment strategies measuring the learning competencies set by the Department of Education. However, it differs from that of Tümen Akyildiz (2020) findings on the ineffective delivery of distance education, which negatively impacts learners’ academic outcomes. The findings amplify the efforts made by the education sector in the implementation of programs for the continuous delivery of education.

Table 3	Summary Table on The Parent-Recipients' Perceived Level of Schools' Effectiveness on Distance Learning	
Indicators of Schools' Effectiveness on Distance Learning	Median	Interpretation
Monitoring of Learning	4	Very effective
Assessment of Learning	4	Very effective
Over-all median	4	Very effective

Association Between Parent-Recipients' Profile Indicators and Their Perceived Levels of Schools' Readiness and Effectiveness on Distance Learning

Table 4 shows that both readiness ($(c) = .704, p > .05$), and effectiveness ($(c) = .624, p > .05$) measures showed strong but not significant association to that of the Parent-Recipients' source of income. The findings reinforce Malarani (2018) belief about income as primary barrier of a successful distance education course. Likewise, Stevens and Schaller (2011) mentioned that parents' lack of job causes retention of the learner in their present grade levels. The findings imply the need for teachers to provide necessary assistance to learners from underprivileged families.

Notably, parents' educational attainment and their perceived effectiveness of schools are significantly associated ($r = -.157, p < .05$). The findings can be related to existing news stating errors in the teacher-prepared/provided tests (Gonzales, 2020), and Erdener and Knoeppel (2018) significant association between parent's educational level and academic involvement. On the other hand, the result opposes the findings of Saçkes et al. (2016) on the statistically significant relationship between parents' home-related variables and literacy of their children.

Table 4	Test of Association Between Parent-Recipients' Profile Indicators and Their Perceived Level of Schools' Readiness and Effectiveness in Implementing Distance Learning			
Predictive Variable (Profile)	Schools' Readiness		Schools' Effectiveness	
	Result	Interpretation	Result	Interpretation
Source of income	$(c) = .704$	Strong association	$(c) = .624$	Strong association
	$p = .538$	Not significant	$p = .288$	Not significant
Educational attainment	$r = -.073$	Negligible correlation	$r = -.157$	Weak correlation
	$p = .334$	Not significant	$p = .034$	Significant
Household size	$r = -.049$	Negligible correlation	$r = .022$	Negligible correlation
	$p = .534$	Not significant	$p = .785$	Significant

$\alpha = .05$

Relationship Between the Parent-Recipients' Perceived Levels of Schools' Readiness and Effectiveness on Distance Learning

As shown in Table 5, the distribution of learning materials and the effectiveness indicators in terms of monitoring of learning ($\rho = .559$, $p < .05$) and assessment of learning ($\rho = .516$, $p < .05$), respectively, are both found to have a moderately significant relationship. A similar trend was observed between retrieval of learning materials and monitoring of learning ($\rho = .541$, $p < .05$). The results show that the distribution and retrieval of learning materials impact the monitoring of learning, since parents can share issues and concerns faced by their children, paving the way for teachers to conduct home visitation and limited face-to-face remedial activity as interventions to such problems. The results are related to Hill (2011) on the critical impact of school-level factors and practices in assessing learners' level of understanding. The finding implies the need to continuously implement good practices in monitoring learners' learning activities and the strengthening of teacher-parent relationship through focus group activities to identify their strengths and weaknesses in assisting their children.

Table 5 Spearman Rho Correlation Between Parent-Recipients' Perceived Level of Schools' Readiness and Their Perceived Effectiveness on Distance Learning						
Predictive Variable	Criterion Variable	ρ	Correlational Interpretation	p-value	Decision	Interpretation
Preparation of Learning Materials Assessment of Learning	Monitoring of Learning	.469	Low	.000	Reject H_0	Significant
		.461	Low	.000	Reject H_0	Significant
Distribution of Learning Materials Assessment of Learning	Monitoring of Learning	.559	Moderate	.000	Reject H_0	Significant
		.516	Moderate	.000	Reject H_0	Significant
Retrieval of Learning Materials Assessment of Learning	Monitoring of Learning	.541	Moderate	.000	Reject H_0	Significant
		.483	Low	.000	Reject H_0	Significant

$\alpha = .05$

Comparison of Schools' Readiness and Effectiveness in Implementing Distance Learning as Perceived by the Parent-Recipients

Table 6 reveals a significant difference found in the perceived readiness in implementing distance learning among the participating school's since the computed p-value is lower than the set threshold at 5%. Thus, rejecting the null hypothesis on the non-significant difference in the readiness of the school's. Looking closely, it can be gleaned from the data that school C has the highest level of readiness with a mean rank of 62.16 and level of effectiveness with a mean rank of 57.54. While school B has the lowest mean rank in terms of readiness and school A on effectiveness. The findings are related to Bahasoan et al. (2020), Khalil et al. (2020), and Rasiah et al. (2020) on the effective implementation of distance education among university students due to full support and effective academic continuity plans. The findings imply that schools are fully supported by the external and internal stakeholders that enable them to deliver quality education amidst the pandemic.

Table 6 Kruskal-Wallis Test of Significant Difference of School's Level of Readiness and Effectiveness on Distance Learning						
Schools	Schools' Readiness			Schools' Effectiveness		
	Mean Rank	p-value	Decision Interpretation	Mean Rank	p-value	Decision Interpretation
A	51.19	.008	Reject H_0 Significant	40.55	.191	Retain H_0 Not significant
B	41.52			49.66		
C	62.16			57.54		
D	36.61			48.50		

$\alpha = .05$

Conclusion and Recommendations

Based on the findings of the study, it is concluded that the majority of the Parent-Recipients who reached a secondary level of education and belong to small household size, are earning a living through crop farming. They perceived Barangay Elementary Schools to be highly ready and very effective in implementing distance learning in terms of preparation, distribution and retrieval of learning materials, which was made possible through working linkage among schools' external and internal stakeholders. There is a significant negative association between parents' educational attainment and the perceived level of effectiveness of distance learning implementation. Given that most parents have only achieved secondary level of education, this delimits their capacity to assist their children, most especially in checking their outputs and treating learning misconceptions. This means teachers need to provide necessary assistance to learners from underprivileged families. In addition, there is a significant positive relationship between the Parent-Recipients' perceived level of schools' readiness and effectiveness in implementing distance learning, while a significant difference in schools' readiness to implement distance learning was observed. Hence, it is recommended to regularly review schools' learning continuity plans and to strengthen linkages with other stakeholders. Also, benchmarking to schools with quality and best practices in implementing distance learning should be done among poor-performing schools.

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