



CHALLENGES ENCOUNTERED AMONG IP PARENTS IN THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING

Glen Jerald A. Veloso¹,

Lyndon A. Quines²ⁱ

¹Ramon Magsaysay Memorial Colleges,
Graduate School,
General Santos City, Philippines

²Professor, EdD,
Ramon Magsaysay Memorial Colleges,
Graduate School,
General Santos City, Philippines

Abstract:

Modular distance learning is the only solution to continue education during the pandemic. In far-flung areas of the Philippines, learning is possible through the utilization of self-learning modules. In this learning mode, parents' involvement is much needed, especially at the elementary level. Parents need to act as teachers to their children. Thus, regardless of their educational background, work and age, they are obliged to look for their children when answering the modules. The method of this study is qualitative research. The respondents were the five IP parents of the learners in the elementary school in the Tboli West 2 district. The data were collected using questionnaires and analysed using qualitative descriptive analysis. The result showed that the challenges encountered by IP parents during the implementation of modular distance learning during the pandemic include time management and a lack of prior knowledge of lessons given. The result showed that despite the challenges encountered by the IP parents, with their experiences, they were able to develop a positive outlook and develop time management. This study suggests that understanding the difficulty of the parents adds to the body of education information.

Keywords: challenges, Indigenous people (IP) parent, modular distance learning, educational management, Philippines

ⁱ Correspondence: email lyndon_quines@umindanao.edu.ph

1. Introduction

“An instance of meeting with parents for orientation about modular distance learning is not enough for parents who struggle with both pedagogy and content. They are parents whose educational attainment is far less than that of their children.” (Ligaya Rabago-Visaya)

The above passage explains that some of the parents are not fully equipped with the teaching strategies needed by the learners to fully understand the given module based on the competencies given in a specific grade level. Since the Philippines was under a state of calamity or national emergency, face-to-face learning for 2019-2020 is not applicable. Thus, the Department of Education implemented modular distance learning wherein learners will stay at home and learn by using the printed modules given in all subjects, with the help of their parents as their guide.

On the other hand, every country is presently implementing plans and procedures to contain the virus, and the infections are still continually rising. In the educational context, to sustain and provide quality education despite lockdown and community quarantine, the new normal of education should be considered in the planning and implementation of the new normal educational policy. DepEd has been firm in its stand to continue learning despite the pandemic. And so, they used this learning continuity plan, which utilizes written self-learning modules on the part of the learner (Tria, 2020). In hard times like this, parents' involvement in their child's education is needed. While guaranteeing all learners' health, safety, and well-being, teachers and other DepEd employees, the Department of Education finds all means to continue education. Have no choice but to accept this learning alternative to continue their child's education.

This kind of learning modality applies to all learners, but this will also be hard for some parents, especially those who haven't finished elementary. As manifested in the concept, parents in public schools, specifically IP parents, have problems understanding the Filipino and English languages as a medium of instruction. The Indigenous Parents fall into marginal classification in the educational background, as 45.83% are elementary undergraduates with a monthly income of less than fifteen thousand, less than the minimum wage (Enteria & Tagyam, 2020).

Parents play a vital role in increasing the child's performance in school. In the context of Indigenous People (IP), parental participation in educating their children is a meaningful involvement that benefits student learning effectively. The background of IP parents entails their capability of determining and understanding the support needed by their children. Regardless of race and background, IP parents' instincts are the same as those of familiar parents in supporting their children in school-related activities. The parents' responses give a positive outlook that, despite their background, most are aware of their contributory role to their children. However, there are still areas that need improvement because of incongruence in the responses from the communication,

learning at home, and financial support extended to their children (Enteria & Tagyam, 2020).

Parents accepted the challenge without the acquired teaching strategies and methodologies, for it is the only way to continue education. The researcher aims to pursue the said study to determine the difficulties encountered by the IP parents in implementing modular distance learning. Therefore, in this context, the researcher is interested in knowing the experiences of the IP parents as they deal with the challenges they have encountered in the implementation of modular distance learning and to come up with the implications for practice, thus the need to conduct a study.

The pandemic made face-to-face classes inapplicable. To minimize the spread of the deadly virus COVID-19, DepEd pushes the continuation of learning among Filipino learners by implementing modular distance learning. In this mode of learning, specifically in the rural areas where gadgets and other materials for online learning are not available, self-learning modules were distributed as a source of basic knowledge. The content of self-learning materials is based on the competency set by the Department of Education. In this mode of learning, parental support is very much needed to improve the teaching of a child. Acting as a teacher is challenging for a parent because some have only a little idea or prior knowledge, specifically IP parents. Some of these IP parents finished elementary school, which made it hard to teach their children.

Moreover, it is best to explore the usual experiences of the IP parents encountering challenges under modular distance learning. An in-depth understanding of their experiences and uncovering the reality of such may somehow form part of the department's decisions to implement more relevant policies and even amendments of such endeavours.

This case study is intended to discover the challenges encountered by the IP parents in implementing modular distance learning. In this study, the researcher was focused on the perceptions of the IP parents as modular distance learning continues. As a teacher educator, the researcher was interested in understanding how the IP parents support their child in the new normal setup of education.

Every child deserves full support from their parents as they grow and discover their innate potential and skills. Barrera-Osorio, Gertler, Nakajima, & Patrinos, 2020) emphasized that parents often face challenges when supporting their children through school. Thus, identifying those challenges will help us think and do some interventions to address the needs of these learners and these parents dealing with modular distance learning by utilizing self-learning modules.

The study aimed to determine the challenges encountered by the IP parents in the implementation of modular distance learning.

Specifically, it sought to answer the following questions:

- 1) How do the IP parents describe the challenges encountered in the implementation of modular distance learning?
- 2) How do IP parents understand the challenges encountered in modular distance learning?

1.1 Theoretical Lens

This study was anchored on three major theories related to parental involvement in children's learning. First, the theory proposed by Jean Piaget (1981) on cognitive development in children emphasized the constructive role of experience with peers and family members. In his sociocultural theory, another related theory is Lev Vygotsky (1978), who stressed the connection between human beings and their physical and social environment. Since children's first teachers are their parents and first learn in their community, interaction with their family members is significant.

Another theory was anchored on Bronfenbrenner (1979). According to him, the development of children is affected not only by factors within the child but also by their family and the surrounding world. Thus, children's potential and capabilities will thrive if their parents have full support. Parents' way of giving positive importance to learning can also be transmitted to their children, which changes their views on education, which is essential.

2. Literature Review

The education system is one of the agencies profoundly affected by coronavirus. Around 1.2 billion students in 186 countries are out of school during the pandemic. This COVID-19 changed the education landscape dramatically (Tupas & Linas-Laguda, 2020). Due to the spread of this deadly virus called COVID-19, everything changed to save the lives of people around the world. Safety protocols were established, such as lockdowns, social distancing, wearing of face masks and face shields, and contact tracing. The COVID-19 pandemic resulted in widespread disruption, such as travel restrictions, closure of schools, and global economic recession. Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020)

Moreover, due to the continuous spread of COVID-19, DepEd initiated modular distance learning for Filipino learners. These scenarios brought many challenges to the indigenous parents who are not well educated and therefore, equipped, to assist the educational demands and requirements of their children. While they are battling on how to sustain the daily economic needs of their families, they are forced to spend time assisting their children in facing the educational struggles brought about by the pandemic (Bayod, Forosuelo, Morante, & Guerra, 2021).

Face-to-face classes have also been suspended. To pursue education despite the pandemic, the Philippines tried to adapt the process of the new normal of education at present. Moreover, the continuous innovations of teachers and active participation of other stakeholders, specifically parents of the learners, barangay officials, and others, made it possible. To attain the mission and vision, which is to provide quality education to every Filipino learner, the Department of Education paves the way to the implementation of modular distance learning. Thus, they used this learning continuity

plan, which is the utilization of written self-learning modules on the part of the learner (Tria, 2020).

In addition to this, a survey was conducted during the remote enrollment period from June 1 to July 15, where parents were asked about their preferred alternative learning mode. The DepEd said that 8.8 million parents chose printed modules; followed by blended learning or the combination of learning through modules, online classes, television, and radio 3.9 million parents; online learning 3.8 million; educational TV 1.4 million parents; radio-based instruction 900,000 parents; and other modalities not specified by the agency (500,000 parents) (DepEd, 2020).

In a distance learning approach, parents would have to play an active role in the learning process. They would be the ones to facilitate and guide their children through the modular lessons that would be sent to students while doing remote learning. Children's development of the cognitive and social skills needed for later success in school may be best supported by a parenting style known as responsive parenting (Feil, Baggett, Davis, Landry, Sheeber, Leve, & Johnson, 2020). When we say distance learning, it refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (Quinones, 2020).

The implementation of this mode of learning is not an easy thing to do. Everybody wants to support this because they don't have other options. However, the process of this modular distance learning is quite challenging not only for the learners but also with the parents. Furthermore, the capacity of the parents to teach their child is a big help for a better understanding of the lesson. Thus, parental involvement is a critical factor to ensure quality education is given to school children in their most secure and safe environment-their own homes (Olivo, 2021).

In addition to that, modular learning is the most popular type of Distance Learning because the only tools used for learning are the printed self-learning modules. In the Philippines, this learning modality is currently used by all public schools because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, 2020).

The main challenges that emerged were a lack of school funding in the production and delivery of modules, students' struggle with self-studying, and parents' lack of knowledge to academically guide their child/children (Dangle & Sumaoang, 2020).

When parents are educated, their pattern of influence on their children's education in various ways tends to differ from that of parents with low or no formal education. Parents who may not be educationally advantaged should not be discouraged because, with adequate provision of all educational needs of their children and wards with a corresponding conducive learning environment, their children are likely to compete favorably in any school subject with those children whose parents have a sound educational background (Okafor, Owede, Uyanne, & Chibundum, 2018).

In addition to that, 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). However, the problem with modular distance learning is that parents struggle because of their limited prior knowledge of the topics included in the content of self-learning modules.

Another important consideration that must be noted in reshaping education in the post-COVID-19 period is the epidemiological status of the IP communities. Thus, this factor is essential since, after all, the health and safety of the learners is the greatest concern before anything else (Cahapay, 2021)

Moreover, the curriculum that they had before and during their years at the elementary level is not the same today. Therefore, parents in public schools, specifically IP parents, have problems in understanding the Filipino and English languages as a medium of instruction. As manifested in the concept. The Indigenous Parents fall to marginal classification in terms of educational background, as 45.83% are elementary undergraduates with a monthly income of less than fifteen thousand, less than the minimum wage (Enteria & Tagyam, 2020).

Still, their primary role in modular Learning is to establish a connection and guide the child. (FlipScience, 2020). Parents and guardians performing the various roles in Module-ator, Bundy-clock, and the Home Innovator are all examples of modular Learning. As a Module-ator, they are in charge of collecting and submitting printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the start and end of the week, depending on the parents' and school's agreement (DepEd, 2020).

Similarly, in the Written Modular Learning Delivery Modality, teachers prepare to learn materials, weekly research guides, and other tools for modular distance learning. These materials are supplemented by quality-assured instructional kits in which parents/guardians or para-teachers communicate with teachers and receive guidance and instructions. Parents use the learning plan to oversee their child's contact with the content and collaborate with the teacher. They do module exercises with the other students, complete the individual learning screen, communicate with the instructor for input by email, messenger, or any means of communication (Codamon, 2020).

The primary role of the parents is to review their children in every activity given. Further, the developed module consisted of excellent content, relevance, and mechanics as evaluated by experts in the area. Students rated the module as extremely appropriate, valid, dependable, and functional. Control and experimental groups were formed among the students. The groupings were based on their GPA during the previous semester. The experimental group used the created module, but the control group. The test instruments were the various activities given after each subject and lasted one hour for each session (Ambayon, 2020)

Most of the IP parents are unprepared to be involved in modular distance learning. IP Parents facing modular distance learning at first hand felt stressed, exhausted, frustrated, and challenged. Like a typical learner, IP learners' motivation and determination with studies are greatly influenced by their parents. Thus, children from

economically disadvantaged families face several ill-defined obstacles in the learning process; consequently, they may depend more than usual on support from their parents", (Kerbaiv & Bernhardt, 2018).

Even though IP parents are unprepared for the new normal setup in the Department of Education, they are still trying their best to fulfill their role as parents to their children. Openness to change and willingness to perform despite challenges are a part of every endeavor, especially in parenting. In addition to that, Flexibility and adaptability are important qualities that every parent must acquire. Nothing in this world is constant. Being flexible and adaptive to changes allows us to survive and still succeed (De Villa and Manalo, 2020).

Another thing that makes modular distance learning a challenge to IP parents is their time to work and their time to spend with the learners at home. Instead of taking some rest after work, they have to find time to assist their learner in the self-learning module. In addition to that, the most affected sectors in the sudden shift of curriculum of the educational institutions in the Philippines due to the threat of Covid-19 pandemic are the poor and the indigenous peoples who are living in the hinterlands where access to basic services is still a challenge (Bayod, Forosuelo, Morante, & Guerra, 2021).

IP parents are trying to cope with the new normal set despite the challenges they encountered. When a parent supports a child's development, the child performs well in learning new ways and ideas. This modular distance learning demands a time for a parent and a child. The struggle is real on the part of those parents who cannot give enough knowledge because they do not have enough of it (Gueta & Janer, 2021).

However, IP parents' morals toward this new normal setup will determine how tough they are as they take part in their children's education. Thus, their positive view of the challenges will help them look forward to the quality time they are spending with their kids in support of quality education. Parents are not only responsible for moral development, but for faith development as well (Gozum & Sarmiento, 2021).

In connection to that, it is undeniable that the support is there, however, IP parents are limited in teaching their children because they lack knowledge on how to deal with the lessons presented in the modules at the same time, they are struggling with managing their time and priorities which are both important to them (Bayod, Forosuelo, Morante, & Guerra, 2021).

Lastly, the COVID-19 pandemic brought with it new and different challenges and highlighted the parent-child relationship through the new normal delivery of learning in the country (Castroverde & Acala, 2021). Finding ways to deliver education to the vulnerable group of IP learners amid the COVID-19 crisis is important so that appropriate learning delivery modes can be carefully contextualized from any learning continuity plan. If options of learning delivery modes can be offered based on their distinct contexts, it may guide education officials, school administrators, and teachers in making decisions to reshape education amid the COVID-19 crisis. Aside from those intentions, safeguarding the right to education of IP learners who may have already been

disadvantaged is a primary concern in this age, when inclusive education is a must with or without the COVID-19 crisis (Cahapay, 2020).

3. Material and Methods

The present study employed a qualitative research design, specifically a single case study, and mainly adopted a case study design by Stake (1995). Case study research is a qualitative approach in which the investigator explores real-life, contemporary bounded, or multiple bounded systems over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case themes through the unit of analysis of either multiple cases or single cases (Creswell, 2017). Specifically, this present study was a collaborative or multiple case study, wherein it consisted of multiple cases in which several issues were examined.

A case study is defined by various research proponents and provides a methodological approach in conducting this qualitative research tradition (Yin, 2002; Merriam, 1998; Stake, 1995). Yazan (2015) defined a qualitative case study as a study of the particular complexity of a single case, coming to understand its activity within necessary circumstances. It is an empirical inquiry that investigates the case or cases by addressing the how or why questions concerning the phenomenon of interest. On the other hand, Merriam (1998) elaborated that the qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit. Further, the case study provides a means for emphasizing and extracting practical principles and methods for creating and expediting progress in solving real problems in the community.

Stake's case study is more researcher-friendly than the others since it provides less extensive research paradigms that explore the experiences in a constructive and progressive approach. Aspects of Stake's case study design and methodology, which are not prescriptive and unrestricted, are the things that the researcher found advantageous for being a researcher. The case study design by Stake embodies an approach that is qualitative and closely aligned with a constructivist and interpretivist orientation, as a strong motivation underpins it for discovering meaning and understanding of experiences in context.

The role of the researcher in producing this knowledge is critical, and Stake emphasizes the researcher's interpretive role as essential in the process (Harrison, Birks, Franklin, & Mills, 2017). The stakeholder has provided different roles that a researcher may play in making continuous, conscious or unconscious decisions to develop case research fully. A researcher could be a teacher, advocate, evaluator, biographer, theorist, interpreter, constructivist, relativist, and others.

As a teacher, the researcher has heard complaints from the parents about the distribution of modules. Through this case study, the researcher wants to develop a piece of knowledge and strategies to help parents struggling with the implementation of modular distance learning. The researcher helped the learners give importance to the

opportunity to learn from the teachers who are fully equipped with the teaching strategies in face-to-face learning.

The researcher wanted to take the role of an advocate to carry out the parents' experiences based on the findings, how these findings might be extrapolated, and accommodate theoretical discourse regarding the findings. As an advocate, the researcher sanitized his approaches as the readers may take it as a reciprocated value of his study, while recognizing some invalidities shaped by the observational interpretations of the phenomenon described in this study. In such a way, the researcher provided the best counter-arguments against assertions.

Also, the researcher may take the role of an interpreter, constructivist, and relativist. As a case researcher, new meanings drawn from this study are recognized and substantiated. Thus, whenever there is a complex process, puzzlement, or problem, the researcher connects them with known things, and this connection should be comprehensible to parents.

From these interpretations, the researcher constructed new knowledge, taking the role of a constructivist. From this point of view, he allowed the parents to make their generalization of the notions to be discussed in this paper. As a constructivist, he acknowledged the potential for justifying the narrative descriptions written in this paper.

Moreover, he recognized that interpretations vary about the unique perspectives and experiences of others, as it is relative to their credibility and utility. As the readers derive their meaning as a unique individual, he, as a relativist researcher, considered that differences are present in every aspect of existence; thus, he made ethical choices in accommodating these varying perspectives and interpretations in undertaking processes in the research.

The research participants in this study were the parents who encountered challenges in the implementation of modular distance learning. Since the primary purpose of this case study is to explore the difficulties experienced by the parents, the researcher considers participants who have rich experience of this phenomenon, taking into account their age, educational background, number of learners studying, and occupation. Also, he considered their willingness to participate in this study as a factor that can generate substantial information for the case analysis.

In selecting the participants of this study, he employed purposeful sampling. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a certain phenomenon or interest (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015). To select the participants, he fixed inclusion criteria in the selection process as to the characteristics of the IP parents, parental actions in response to modular distance learning, to provide substantial information regarding the purpose of the study.

Multiple sources and methods of data collection and analysis can be used according to Stake. To point, interviews and observations are the preferred and dominant data collection methods. In seeking understanding and meaning, the researcher is positioned with participants as a partner in the discovery and generation of knowledge,

where both direct interpretations and categorical or thematic grouping of findings are used. Stake (1995) recommends vignettes—episodes of storytelling—to illustrate aspects of the case and thick descriptions to convey findings, a further illustration of his constructivist and interpretivist approach to case study research (Harrison, Birks, Franklin, & Mills, 2017). Even though it is not as structured and detailed as Yin's case study protocol, Stake's protocol suggests preparing a data-gathering plan, which should include a definition of a case list of research questions, identification of helpers, data sources, allocation of time, expenses, and intended reporting.

Several procedures are available for conducting case studies; however, this discussion relies primarily on Stake's (1995) approach to conducting a case study. First, the researcher will determine if a case study approach is appropriate to the research problem. A case study is a good approach when the inquirer has identifiable cases with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases.

The research participants in this study were the five (5) IP parents with children enrolled in the elementary level who had undergone modular distance learning. They are indigenous people residing in Tboli, South Cotabato Province. They are Tboli in tribe, and they are those who encountered challenges in the implementation of modular distance learning in Tboli West 2. The participants were selected regardless of their status, age and gender.

Next, the researcher identified the participants through purposeful sampling. The study involved parents who encountered challenges in the implementation of modular distance learning. This case study focused on the experiences of various individuals to be subject to multiple case analysis.

The data collected in this case study research was typically extensive, drawing on multiple sources of information, such as interviews, documents, and observations. Through this data collection, a detailed description of the case emerged, into detail such aspects as the history of the case, the chronology of events, or the daily rendering of the activities of the case. After this description, the researcher might focus on a few key issues or analysis of themes, not for generalizing beyond the case, but for understanding the complexity of the case. One analytic strategy was employed to identify issues within the case to look for common themes that transcend the case. In the final interpretive phase, the researcher reported the meaning of the cases, whether that meaning comes from learning about the issue of the cases.

Importantly, the researcher employed the rigors of trustworthiness to establish the validity, reliability, and objectivity of the qualitative research design. It is imperative to establish credibility, transferability, dependability, and confirmability of the qualitative research study.

In conducting this case study, the researcher considered and established protocols to secure ethical and social aspects. With the terms, the researcher secured approval letters from the division office, district office, and the school heads of the schools to conduct the study.

When the participants were identified through the sampling, a letter of invitation to participate was sent to the participants to secure consent for the conduct of the case study. When the participants agreed to participate in the study, the conduct of data collection commenced. The researcher informed the participants of the purpose of the study and asked for their consent as the responses were recorded for the analysis and interpretation, assuring that these would be held with the utmost confidentiality.

Furthermore, he informed the participants that the conduct of the study considers their convenience, and that when a need arises, the right to negotiate will be undertaken. Also, He informed the participants that the result of the study serves an academic purpose and no personal interest against the participants underlies the conduct of the study.

The analysis in this case study was accepted as to the precise aspect of the case. Through thematic analysis, data analysis was a detailed description that contained an analysis of themes. This study used a typical format for data analysis of themes in a case study from Stake (1995). The following phases are as follows:

- Description. This involved the development of a comprehensive description of each instance of the case and its setting. The researcher will derive and describe the experiences specific to the experience. These will be distinguished to draw themes for further analysis.
- Categorial Aggregation. Looking for the appropriate meaning of the case to develop, including seeking a collection of themes from the data. The researcher collectively derived the common themes from the experience to categorize them accordingly.
- Within-Case Analysis. This phase identified the themes that appeared from the data gathered from each instance of the case, including connections between or among the themes. These themes were further developed using verbatim passages and direct quotations to explain each theme. This served as a summary of the thematic analysis for the different participants.
- Cross-Case analysis. This phase involves the thematic analysis across the cases that emerged from the within-case analysis. The researcher studied themes across cases to discern themes that are common and different to all cases.

Trustworthiness is imperative to establish the validity, reliability, and objectivity of the qualitative case studies. Thus, in this study, credibility, transferability, dependability, and confirmability must be observed and considered.

Various data collection methods, such as in-depth interviews, document analysis of the journal entry, and observation, will be used to establish credibility. There was pre-engagement with the participants before the conduct of the data collection to create rapport and a pleasant condition with them. To establish external validity of the results with the initial findings, interviews were conducted with the same set of interviewees. Moreover, to ensure the reliability of the study, the reliability will be ensured through specifying the procedural implementation. In terms of confirmability, as to the

independence of qualitative research, there was a comprehensive explanation of the underpinning decisions to be made in this study.

In the conduct of this case study, protocols to secure ethical and social aspects of the research undertakings must be considered. The researcher secured approval from the office of the Division of South Cotabato and the school in which the participants' children are enrolled.

Then, letters of invitation were sent to the identified parents who are indigenous people. After which, the conduct commenced after the participants consented to the request.

The participants were informed by the researcher about the purpose of the study. The inclusion criteria for choosing the participants were that only five IP parents with pupils enrolled in modular distance learning were chosen as participants. Since this is a case study, the researcher based the number of participants on the idea of Cresswell (2017). He recommends 3-5 participants for a case study. The conduct of the study was within the scope of Region XII, specifically in the chosen schools of Tboli West 2 District, Division of South Cotabato.

During the conduct of this case study, the researcher considered and constituted protocols to secure ethical and social aspects of the research undertakings. The researcher secured approval from the South Cotabato Division Office and the schools in which the participants are considered as stakeholders to conduct the study.

Afterwards, letters of invitation to participate were sent to the identified participants of the study. When the participants consented to the request, the conduct of data collection commenced. The researcher informed the participants of the purpose of the study and asked for the participants' consent as the responses were recorded for the analysis and interpretation, assuring that these were held with the utmost confidentiality. The participants were informed of their role in the study, the level of their involvement, and that there should be no personal interest of the researcher in any qualitative personal accounts that were collected.

In data gathering, after the approval, and after the guide questions were carefully analyzed to ensure the appropriateness and validity of the research instrument, the following strategies or undertakings were done and observed.

First, the researcher prepared the necessary materials or requirements, which include the venue and an audio/voice recorder. The venue and time were determined during the first visit with the participants, and purposeful observations were made to gather firsthand information about people and places at a research site.

Second, before the conduct of the interview, the participants were reminded of the safety protocols to be followed due to the pandemic. They were given a copy of the consent form to sign. It contained the objectives of the study, the approaches, methodology, confidentiality, and benefits, including the contact number of the researcher, and if ever there would be clarification or verifications of the purpose, the participants were given the utmost opportunity to ask. After which, with no questions or clarifications, the consent forms were retrieved. It was followed by the participant's

consensus form. The form indicates the agreement, which is not just for doing research but becoming a partner working with the participants as co-researchers. The analysis in this case study was accepted as to the precise aspect of the case. Through thematic analysis, data analysis was a detailed description and contained an analysis of themes. This study used a typical format for data analysis of themes in a case study from Stake (1995). The following phases are as follows:

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Then, letters of invitation were sent to the identified parents who were indigenous people. After which, the conduct commenced after the participants consented to the request.

The participants were informed by the researcher about the purpose of the study and the importance of their participation. Since the participant is non-IP and a non-speaker of the Tboli language, the researcher asked for help from an IP teacher to translate the questionnaire into the Tboli dialect. This way, the questions were made clear to the participants.

The role of the researcher in producing this knowledge is critical, and Stake emphasizes the researcher's interpretive role as essential in the process (Harrison, Birks, Franklin, & Mills, 2017). The stakeholder has provided different roles that a researcher may play in making continuous decisions, either conscious or unconscious, to develop a case study. A researcher could be a teacher, advocate, evaluator, biographer, theorist, interpreter, constructivist, relativist, and others. As a teacher, the researcher has heard complaints from the parents about the distribution of modules. Through this case study, the researcher wants to develop knowledge and strategies to help the parents who are

struggling with the implementation of modular distance learning. The researcher will help the learners give importance to the opportunity given to them to learn from the teachers who are fully equipped with teaching strategies in face-to-face learning.

The researcher also wants to take the role of an advocate to carry the essence of the parents' experiences based on the findings, how these findings might be extrapolated, and accommodate theoretical discourse regarding the findings. As an advocate, the researcher will sanitize his approaches as the readers may take it as a reciprocated value of his study, while recognizing some invalidities shaped by the observational interpretations of the phenomenon described in this study. In such a way, the researcher may provide the best counter-arguments which will be posed against my assertions.

Also, the researcher may take the role of an interpreter, constructivist, and relativist. As a case researcher, new meanings drawn from this study will be recognized and substantiated. Thus, whenever there is a complex process, puzzlement, or problem, the researcher will connect them with known things, and this connection should be comprehensible to parents. From these interpretations, the researcher will construct new knowledge, taking the role of a constructivist. From this point of view, he will also allow the parents to make their generalization of the notions to be discussed in this paper. As a constructivist, he acknowledges the potential of justifying the narrative descriptions to be written in this paper.

Moreover, he recognizes that interpretations vary about the unique perspective and experience of each other, as it is relative to their credibility and utility. As the readers derive their meaning as a unique individual, he, as a relativist researcher, should consider that differences are present in every aspect of existence; thus, he should make ethical choices in accommodating these varying perspectives and interpretations in undertaking processes in the research.

Trustworthiness is imperative to establish the validity, reliability, and objectivity of the qualitative case studies. Thus, in this study, credibility, transferability, dependability, and confirmability must be observed and considered. Various data collection methods, such as in-depth interviews, document analysis of the journal entry, and observation, were used to establish credibility. There was a pre-engagement with the participants before the conduct of the data collection to create a rapport and pleasant conditions with them. To establish external validity of the results with the initial findings, interviews were conducted with the same set of interviewees. Moreover, to ensure the reliability of the study, the reliability was ensured through specifying the procedural implementation. In terms of confirmability, as to the independence of qualitative research, there will be a comprehensive explanation of the underpinning decisions to be made in this study.

4. Results and Discussion

The study sought five participants for a one-on-one or in-depth interview. All of them were IP Parents with children under modular distance learning in Tboli West II District, Tboli South Cotabato.

These were the following participants and their descriptions: Participant 1 is a vendor at Sitio Desding, Salacafe Tboli South Cotabato. She is an IP parent. In her educational attainment, she only finished grade three. Her lack of basic knowledge is the reason why it is very hard for her to assist her child to utilize the Self Learning Modules.

Participant 2 is a babysitter and an IP parent, and her family resides at Toril, New Dumangas Tboli South Cotabato. She is a mother of five and a widow. She needs to work as a babysitter to provide for the needs of her kids. In Modular Distance Learning, she needs to manage her time with her job and with the household chores to give time to her children's studies.

Participant 3 is a teacher and also an IP parent. A resident of Sitio Basag Salacafe Tboli South Cotabato. She is a mother of four. She has 1 year old and 8 months, old babies. Her eldest and second child are already at the elementary level. Modular Distance Learning is a challenging mode of learning for her as a parent. Thus, she needs to balance her time in school doing the requirements needed in DepEd together with her time as a mother to her children, with self-learning modules as the only educational tool in times of pandemic.

Participant 4 is a full-time housewife and an IP parent residing at New Dumangas Tboli, South Cotabato. Her husband is working abroad, so she doesn't have to work because they are well provided. She has more time with her children, but is challenged in teaching them, especially when they lose patience with completing activities from the module.

Participant 5 is a worker in a Banana Plantation. She is an IP parent with a child studying in elementary and a resident of Salacafe, Tboli, South Cotabato. She is always tired when she gets home. She admitted that sometimes she is the one answering the module because her child is not interested in answering the modules.

This part merged the themes that described the challenges encountered by the IP parents in Modular Distance Learning as a learning modality of their children. These are the main findings of this research with the question: *How do challenges encountered by IP parents in the implementation of modular distance learning be described?*

This study sought to unveil the challenges encountered by the IP parents in the implementation of modular distance learning. Mainly, the investigation dissected these challenges into pieces of detail, which led to the formulation of emergent themes in Table 1.

Table 1: Describing the challenges encountered by the parents
in the utilization of self-learning modules for their children

Clustered Themes	Emergent Themes
A. Handling the challenges encountered by the parent in the utilization of the self-learning module.	
I provide time to assist my child in answering the SLMS. I can handle it through my time discipline.	Challenged
I deal with the challenges smoothly, since as an educator, I understand the situation of our country.	Fulfilled with enjoyment
Although it's hard for me to teach my child personally, I still look for some information to address my child's needs in terms of imparting knowledge.	Anxious
I handle the challenges I encountered in the utilization of self-learning modules for my children in a step-by-step process.	Positively challenged

These IP parents have different perceptions when it comes to describing how they handled challenges encountered in the utilization of self-learning modules to their children. The challenges they encountered are very hard, as shown in their responses in the table. Parental involvement is a critical factor to ensure quality education is given to school children in their most secure and safe environment-their own homes (Olivo, 2021). Indeed, learning starts at home. Even without a pandemic, parents' support is the best way to encourage a child to learn and grow in the educational journey. These IP parents believed that education is a life-changing ride. Despite their educational background, they supported modular distance learning to support their child's education.

Most of the IP parents in the far-flung areas work hard on their farms to earn money. Most of their time is spent farming, while the learners are left behind in taking good care of their siblings. When learners need to answer their modules, no one will guide them as they find something hard to answer. They need to wait until their parents come back from work.

Most of the IP parents are unprepared to be involved in modular distance learning. IP Parents facing modular distance learning at first hand felt stressed, exhausted, frustrated, and challenged. Some of the IP parents are motivated, but most of them who lack prior knowledge of the basic skills taught in elementary have difficulty in facing modular distance learning. Children from economically disadvantaged families face several ill-defined obstacles in the learning process; consequently, they may depend more than usual on support from their parents (Kerbaiv & Bernhardt, 2018).

Table 2: Parents' feelings in handling the challenges encountered in modular distance learning

Clustered Themes	Emergent Themes
B. The feelings of the parents in handling challenges in modular distance learning.	
It's difficult for me, especially when I have to divide my time between doing household chores, my job, and teaching my child her lessons. I feel pressured because I need to answer the modules for my child.	Challenged
I feel it is very hard in my situation as a mother because I have five children to take good care of and to teach.	Exhaustion
Sometimes I am tired of dealing with my children, especially in time management. They are busy playing.	Stressed
As a parent, I know many parents encountered difficulties in handling their child's learning, but with this, I have the time to monitor my child's prior knowledge and the things that she can manage by herself.	Motivated

Parents are not prepared for this type of scenario in the education of their children, for they are not used to it in the past. As shown in the behavioral result, they are challenged and anxious, but some of them are fulfilled with enjoyment and positively challenged. However, in cooperation with the Department of Education, parents need to support modular distance learning for their children's continued education. When our child started the educational journey, he or she was already engaged in never-ending learning. Thus, parents should be open to learning new things which would help them grow in child parenting. Flexibility and adaptability are important qualities that every parent must acquire. Nothing in this world is constant. Being flexible and adaptive to changes allows us to survive and still succeed (De Villa and Manalo, 2020).

Table 3: Describing the way parents face the challenges encountered in the implementation of modular distance learning

Clustered Themes	Emergent Themes
C. The way parents face the challenges encountered in the implementation of modular distance learning.	
I face challenges with patience and positivity, considering the present situation, which is the pandemic.	Determined
By the way, giving time to answer or teach my child.	Supportive
I strongly faced the challenges, even if my time with the little boy and girl was sacrificed. I can still see that I am strong enough to face those challenges. One proof is that my children were achievers in the first and second quarters. I face it by asking for help from the other parents who know what to do. I say so because of what I experienced.	Positive
Modular distance learning is hard for me as a parent for several reasons, including work conflicts and limited knowledge.	Anxious

Table 4 below shows the reasons why the implementation of modular distance learning is hard for the IP parents. Some of them are challenged on how to manage their time as parent-teacher and working parents. IP Parents need to work to provide for the needs of their family, but they have to spend some of their time assessing their child's knowledge and learning in utilizing self-learning modules. As a result, indigenous parents are forced to get the modules for their children from the school and deliver the same after completing the learning tasks. These scenarios brought many challenges to the indigenous parents who are not well educated and, therefore, equipped to assist the educational demands and requirements of their children. In addition to that, the most affected sectors in the sudden shift of curriculum of the educational institutions in the Philippines due to the threat of Covid-19 pandemic are the poor and the indigenous peoples who are living in the hinterlands where access to basic services is still a challenge (Bayod, Forosuelo, Morante, & Guerra, 2021).

Table 4: The reason why modular distance learning is hard for IP parents

Clustered Themes	Emergent Themes
D. The reason why the implementation of modular distance learning is hard for IP parents	
Some of the lessons are difficult to understand and answer. Our way of teaching our child is not as effective as it is in school.	Contested
It is hard for me as a parent because I need to comply with the requirements for my job as a teacher. I need to assist my children with their modules, most importantly, I need to take care of my 1- and 9-months old boy and 7 months old baby girl.	
Modular distance learning is hard for me as a parent because I am busy working to live.	
Modular distance learning is hard for me as a parent because my time for household chores will become limited.	Anxious
It is hard for me as a parent because I cannot finish my household chores by spending time teaching my child their modules.	

Table 5 presents their realization upon taking part in modular distance learning for their children. IP parents are trying to cope with the new normal set despite the challenges they encountered to fully equip their child with the basic knowledge expected of them as required by DepEd. When a parent supports a child's development, a child performs well in learning new ways and ideas. This modular distance learning demands a time between a parent and a child. The struggle is real on the part of those parents who cannot give enough knowledge because they do not have enough of it (Gueta & Janer, 2021).

Table 5: Use of these challenges as a parent to the IP people

Clustered Themes	Emergent Themes
E. The use of these challenges as a parent to the IP people	
These challenges become useful in some ways; I have quality time to be with my child, and I have the chance to know more of my child's strengths and weaknesses toward schooling.	Positive outlook
I have joyful bonding with my daughter because of modular distance learning. Secondly, not only does my daughter gain knowledge, but I do as well. Lastly, I know her weaknesses and strengths in learning areas.	
These challenges become useful in my life as a parent: First, as a parent, I can learn also. Second, I know the attitude of my child when answering the modules. Lastly, I can manage my time.	Positive development
These challenges become useful in my life as a parent because I've learned how to manage my time, for my job, for my children, friends, family, and household chores.	Encouragement
These challenges become useful in my life as a parent because I already feel the hardship that our teachers do, so that our children will learn.	Personal preconception

In modular distance learning where parents' involvement is wanted, it is very important how they face the challenges along the way of the program, so they can adjust and do something to perform well in assessing how their children learn from the self-learning modules. Thus, IP parents' values towards this new normal setup will determine how resilient they are as they take part in their children's education. Table 6 unveils the way parents face the challenges encountered in accepting modular distance learning for their children. One of them is satisfied by spending time with the child to support quality learning. Parents are not only responsible for moral development, but also for faith development as well (Gozum & Sarmiento, 2021)

Table 6: The way IP parents face the challenges encountered in accepting modular distance learning for their children

Clustered Themes	Emergent Themes
F. The way IP parents face the challenges encountered in accepting modular distance learning for their children.	
There's a time when my child is not interested to learn with me and we find the lessons very difficult.	Pressured
It makes it difficult because our children always rely on us.	
I've faced it smoothly. Managing time makes it difficult.	
I face challenges in dealing with modular distance learning through making plans or budgeting time to both work and teach my daughter. It is quite difficult because of the conflict in my work and limited knowledge.	
I faced it through spending time with my child, even if I am tired from work and even on my free day, I patiently taught my child to get some good grades.	Satisfied

In every challenge, one must uplift his or her coping mechanism to survive. Table 7 shows the IP parents' coping mechanisms in handling challenges of modular distance learning and how it helps them as parents. It is undeniable that the support is there, however, IP parents are limited in teaching their children because they lack knowledge on how to deal with the lessons presented in the modules at the same time, they are struggling with managing their time and priorities which are both important to them (Bayod, Forosuelo, Morante & Guerra, 2021).

Table 7: The coping mechanism of IP parents in handling challenges of modular distance learning, and how it helps them as a parent to children

Clustered Themes	Emergent Themes
G. Coping mechanism of IP parents in handling challenges of modular distance learning, and how it helps them as parents to their children.	
Patience helps us cope with this situation. My coping mechanisms in handling challenges in modular distance learning are time management and having a presence of mind. I describe coping mechanisms in handling challenges in modular distance learning as a parent; I patiently teach them. I can describe my coping mechanisms as effective, yes, it helps.	Perceived positively
I can describe it by the outcome of my teaching to my child if he learned the lessons by checking the answers with the guide of the modules. It is helpful for me as a parent because I can measure my child's learning.	Determined

IP parents don't have many choices but to accept the available mode of learning for their children. Table 8 shows the experiences of the IP parents in handling the challenges of modular distance learning. Modular distance learning demands time from the parents. Thus, motivation from a parent is one factor that helps a child in learning with self-learning modules. This table shows that parents are stressed, anxious, challenged, and fulfilled. Shifting from face-to-face learning into modular distance learning is not just a challenge among teachers in the Department of Education, but for the parents as well. The most affected sectors in the sudden shift of curriculum of the educational institutions in the Philippines due to the threat of the COVID-19 pandemic are the poor and the indigenous peoples who are living in the hinterlands where access to basic services is still a challenge (Bayod, Forosuelo, Morante, & Guerra, 2021).

Table 8: The experiences of the IP parents
in handling the challenges of modular distance learning

Clustered Themes	Emergent Themes
H. Experiences of the IP parents in handling the challenges of modular distance learning	
There's a time when I'm in the middle of teaching my child, I lose my temper, right then my child will not listen to me anymore.	Stress
It is a difficult stage of my life because, as a parent, there are so many household chores.	Tested
Sometimes my child gets tired of answering their modules.	
The challenges I encountered during this pandemic remind me to give enough time to our children because we should be the ones to mend and hone their potential.	Fulfilled
It is very hard for me to manage the time to teach my children because I am busy with my work.	Anxious

Table 9 indicates how the IP parents address their problem in modular distance learning to the teacher in school. Thus, parents must communicate how they assist their children in modular distance learning to help them lessen their burdens or difficulty in teaching or imposing discipline on their children. It is shown in the table that most IP parents are persistent in addressing the challenges encountered in modular distance learning by having a school visit and personally delivering queries. There's a parent who resolved the problem encountered on her own. There is an innovative IP parent who also communicates her problem to the teacher through text. Participation of parents in the educational process means that teachers and parents share the responsibility to teach students and work together to achieve educational goals (Olivo, 2021).

Table 9: The way IP parents address difficulties to the teachers in school

Clustered Themes	Emergent Themes
I. The way parents address difficulties to the teachers in school.	
I visit the teacher at a school and address my concerns.	Persistent
I address these difficulties with the teachers in school by sharing with them what I can experience with my child.	
I don't have any complaints about teachers because I resolved my problems at my level.	
I delivered my queries about the challenges encountered in modular distance learning to the teachers in school.	
Through texting, conferencing with the teacher, and visiting the school.	Innovative

The way IP parents say that challenges encountered in modular distance learning have an impact on them as a parent is a result of how they perceived it as beneficial or a burden to them. A realization of this matter makes them effective mentor and motivators to their children in terms of giving high importance to study. In Table 10, it shows that even IP

parents encountered challenges, they have a positive outlook on their experiences. Because of modular distance learning, they can develop time management and value patience in teaching their children. There's a parent who appreciated the teacher's hard work and determination to make the children learn. On the other side, there is one parent who has a hard time dividing her time and is challenged. Despite the difficulty, the modular classes allowed the parents to learn (Bayod, Forosuelo, Morante, & Guerra, 2021).

Table 10: Way IP parents say that challenges encountered in modular distance learning has an impact on them as a parent

Clustered Themes	Emergent Themes
Way IP parents say that challenges encountered in modular distance learning have an impact on them as parents.	
The challenges I encountered in modular distance learning have an impact on me as a parent because I have to manage my time. And I need to be patient enough in teaching my child at home while considering her safety.	Positive improvement
It has an impact on me because I understand more what the teachers feel if they can handle my child. Because I need to spend time with my school-aged children. Because of the challenges I encountered in modular distance learning, I knew more about how my daughter interpreted and understood some ideas in the modules by herself.	Viewed positively
It's very hard for me as a parent because I have to divide my time to teach them.	Pressured

Though most of the IP parents are struggling with how to manage their responsibilities and time to teach their children during the pandemic, they were able to develop this coping mechanism. Table 11 illustrates the coping strategy of IP parents to assist the child in modular distance learning. One must develop a coping strategy to make the challenges lighter and easier to deal with. This table shows that parents are developing self-discipline and time management as one of the positive developments in assisting their children in modular distance learning. One of the IP parents is making a schedule to spend time with her child to make it organized. Another parent is looking at the positive side of distance learning. It shows optimism in supporting a child's continuous education in the new normal setup due to the pandemic. Covid19 pandemic brought with it new and different challenges and highlighted the parent-child relationship through the new normal delivery of learning in the country (Castroverde & Acala, 2021).

Table 11: The way parent develops coping strategies as a parent in order to assist the child in modular distance learning

Clustered Themes	Emergent Themes
The coping strategy as a parent in order to assist the child in modular distance learning.	
I cope by looking at the positive sides of distance learning and by considering the continuity of my child's learning.	Optimism
I develop my coping strategy by giving time to teach my child and also thanking them because, as an IP parent, I can read and write.	Determined
I develop it by making a day and night schedule.	Organized
I develop time management to assist my daughter's learning. I also asked for assistance from those parents who know the topic given.	Progress improvement
As a parent, I develop self-discipline and time management. From there, I learned how to manage my time for my child and the other time for my household chores.	
Self-discipline is a way that the child should answer it every day, but not force them if they are tired.	

Due to the COVID-19 crisis going on in the country, parents have now realized their role in their children's learning and education. They are now aware that teaching is not easy. Some parents are also adaptive to the present situation and don't blame teachers these days; they are their children's teachers at home (Anzaldo, 2021). Despite the challenges encountered by the IP parents, their desire to help their children in learning made them accept the challenges of modular distance learning. In addition to that, they developed time management by spending quality time with their children. Their initiative and honesty regarding their difficulties helped them to value coordination with the teachers. With this, the parent-teacher communication towards quality learning was given much attention. Teachers, too, were informed about the real scenario between parents and the learners. Despite all the trials, IP parents shared their experiences with how they support their children in modular distance learning. These experiences made them realize how their supports motivate their children in learning.

5. Implications

This research suggests that encountering challenges in modular distance learning is never easy for them, despite limited knowledge. Because most of the Indigenous Parents had only reached the elementary level in their educational background, IP parents are trying their best to support their child's education in this new normal. Self-learning modules are the only mode of learning that can be applied to them. IP parents don't have many choices because they cannot access online resources because they are in a remote area. Aside from that, gadgets such as Android phones, laptops, tablets, etc., are not available in them. The researcher sees the persistence, positive development, and responsible parental involvement of the indigenous parents to support their children's continuous education amid pandemics. Since parental involvement in modular distance learning will have an

impact on how a child imposes discipline and motivation towards studying, IP parents did their best to endure the challenges along with the implementation of modular distance learning. Therefore, knowing their challenges will help educators and other stakeholders help them perform well as expected of them.

The researcher also sees that the common challenges encountered are: time management, poor child attention, conflict in work schedule, and household chores. However, they made some adjustments just to insert their time with the child in answering the self-learning module. Thus, IP parents gave importance to modular distance learning by allotting time to their children. Moreover, it is considered a good response from IP parents in fulfilling their duty as responsible parents of their children in this trying time.

The coping mechanism of these IP parents as they encounter the challenges in modular distance learning is by looking at the bright side of it in the learning performance of their children. They are also addressing their problems to the teacher in the school, and sometimes they are asking some of the parents if they have prior knowledge of the lesson given in the self-learning modules for their children to understand the topics. Parents must continue their communication with the teachers to gain a better understanding of how they are going to assist their children in modular distance learning.

They believed that with their capacity to teach, their children's performance in school would get better even in the absence of face-to-face classes. IP parents have positive outlooks on how education empowers their children. This attitude that parents had developed during the implementation of modular distance learning is a piece of evidence that IP parents support the education of their children even in the pandemic. Thus, this positive development is a big help for their children to learn even at home and without face-to-face classes.

From the stories and experiences of these IP parents with the challenges they encountered in modular distance learning. The researcher gained insights that being flexible in hard times like this by embracing the new normal, is essential. These characteristics made them endure the challenges brought by modular distance learning. Thus, their persistence and determination as supportive parents made them accept the challenges they encountered.

For future research on parents' encounters with the challenges of the implementation of modular distance learning, an increasing number of participants could be an advantage. From the beginning, I've recognized that research like this requires generalizability so that other scholars can see it, and therefore, a bigger picture can be provided. I believed that there are other issues and concerns from parents who encountered challenges in the implementation of modular distance learning.

Upcoming research in the field of parents' empowerment as stakeholders of the school should look into the relationship between effective parental responsibilities and parents' support for their child's educational empowerment. If there is a strong link between parental involvement and empowerment, schools may use the practice of inspiring parents to strengthen the parents' support and morale.

Other researchers may also consider the emotional well-being of parents. This may also serve as a parent's enablement. Regardless of the positive outlook of my participants, they also felt exhausted and burned out on the challenges encountered as a parent supporting children under modular distance learning. Therefore, even without the pandemic or face-to-face classes, parental involvement has an impact on how a child performs and learns in school. IP parents, being the backbone of every indigenous children's welfare and development, would be provided with intervention on handling challenges in the implementation of modular distance learning caused by stress and depression, with a balance of responsibility and support to children's education expected from them.

6. Concluding Remarks

IP parents handling challenges they've encountered in the implementation of modular distance learning were gathered from the results of this study, which showed the majority of the participants gained positive benefits from their experiences, challenging them to strive for greater advancement to become better parents despite the rigors of life. Despite the challenges they have faced, the study found that IP parents, specifically in the remote areas who encountered challenges in the implementation of modular distance learning, develop a positive outlook. They even develop time management, in which they give attention to their children's education. Understanding their difficulty as a teacher added to the body of education information. Their attitude towards their well-being would change if they valued the importance of resiliency in their parental involvement in children's quality education.

As a teacher, I've observed that parents who embrace challenges in the implementation of modular distance learning have a positive attitude, determination, and beliefs that make them closer to their aspirations to produce professional children. They demonstrated to all IP parents the value of fortitude and reinforced their engagement in all facets of their role as parents to their children. Facing challenges in the implementation of modular distance learning for IP parents who have limited knowledge creates an impact in them that they should value education more as one of their top priorities to leave up to their status in life and to become an inspiration to all indigenous people. They had used it as a reference in developing their role as responsible parents and strengthening their commitment as stakeholders of the school. They were able to understand the value of time management as well as their primary role as parents, which is to provide full support for their children's welfare in the educational journey.

This research makes accessible to the general public the experiences and perspectives of IP parents with several challenges encountered in modular distance learning, as well as the contexts extracted from the results. Understanding the real-life experiences of IP parents with challenges encountered in modular distance learning to identify new possibilities and proposals for future studies in the educational setting.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Glen Jerald A. Veloso is the Teacher-in-Charge of Blo Elementary School, Tboli West District, South Cotabato Division, Philippines. He is also a graduate school student at Ramon Magsaysay Memorial Colleges, General Santos City, Philippines.

Dr. Lyndon A. Quines is a Professor and Research Coordinator at the Graduate School of Ramon Magsaysay Memorial Colleges, General Santos City, Philippines.

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