

**NEW NORMAL EDUCATION: PARENTS' PERSPECTIVES IN  
SOUTHERN PALAWAN, PHILIPPINES**

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**ABSTRACT**

This study aimed to identify parents' perspectives on the blended, distance education, and homeschooling learning modalities and their perspectives on new normal education in terms of quality, efficacy, and sustainability in Southern Palawan. A total of 144 parents served as the respondents of the study. The statistical tools used were frequency distribution, mean, percentage, and Pearson Product-Moment Correlation Coefficient. Most of the parents were aged 41 to 44 years old, females, had a number of children ranging from 3 to 4, earned ₱4,001 to ₱9,000 monthly, and were secondary graduates. Parents perceived blended learning and distance education as learning processes involving several learning platforms, both online and offline, like radio-based or TV-based instruction and modular learning; while they perceived homeschooling as a process of acquiring education at home with the guidance of a parent or other family members. Parents agreed that the new normal education has quality, efficacy, and sustainability. Their demographic profile did not influence their perspectives about the new normal education.

**Keywords:** New Normal Education; Learning modalities; Blended learning; Distance education; Home- schooling; Modular learning.

## **I. INTRODUCTION**

The global pandemic has negatively impacted the learning education sector, forcing almost all schools to close physically to protect the welfare of its key players: students, teachers, and stakeholders from the fatal effect of the Covid-19 virus. However, the delivery of education must continue despite the threat posed by the virus, as education is the life itself for every human being, especially for our young children. With this, a new normal education has emerged, including the birth of different learning modalities like blended, distance education, and homeschooling.

This study was conducted to identify parents' perspectives about the blended, distance education, and homeschooling learning modalities, and their perspectives on new normal education in terms of quality, efficacy, and sustainability in Southern Palawan.

<sup>[1]</sup>UNICEF (2020) stated that education should continue even if people are forced to stay indoors owing to the government's lockdown strategy in response to the Covid 19 pandemic. Countries around the world may be able to use various teaching tools like Google, TV broadcasting, and other internet sources, guidelines, and resources like video lectures.

With regards to the delivery of instruction, the <sup>[2]</sup>Department of Education (2020) stressed that a school is a public place where crowds cannot be avoided and children are vulnerable, so, it is necessary to tighten the policy in this area. Further emphasis was placed on the fact that it would not necessarily imply that teachers and students would be required to attend school to learn. According to <sup>[3]</sup>Child Hope Philippines (2021), online classes are essential because they allow teachers and students to interact even when they are not physically present in the same room. They also enable students to participate in conferences in other countries without traveling. Lessons and students' progress can be easily monitored and recorded also.

As stated by <sup>[4]</sup>UNESCO (2020), remote learning has proven particularly problematic for elementary school pupils because they require a level of guidance, social connection, and tactile learning possibilities that are difficult to reproduce in an online classroom. This, in turn, has had a disastrous effect on working parents and guardians, especially mothers. Warnings from UNESCO suggest that societal effects might be substantial, resulting in women being forced to work fewer hours or leave their employment, which could hinder economic recovery. Other parents may be compelled to leave their children in dangerous situations because they can't

afford to quit their jobs. For the COVID-19 dilemma, UNESCO stated that no single teaching and learning style works for everyone.

According to <sup>[5]</sup>Confransesco& Kim (2018), although parents have a neutral or positive view of blended learning, they have a limited comprehension of how it works.

## **II. METHODOLOGY**

This study was descriptive-correlational in nature. The descriptive method was employed to determine the profile of the respondents and their perceptions on the learning modalities and the new normal education. The correlational method on the other hand, was used to establish the relationship between the respondents' profile and their perception about blended learning, distance education, and homeschooling; and the quality, efficacy, and sustainability of new normal education. This research involved 144 Science, Technology, Engineering, and Mathematics strand students' parents from Southern Palawan Schools for the school year, 2021-2022. They were selected through random sampling. A three- part survey questionnaire was used in gathering the needed data. The first part was about the demographic profile of the respondents, the second part was about their perception of learning modalities, and the third part was about the quality, efficacy, and sustainability of new normal education. This study used statistical tools such as frequency counts, percentages, mean, Pearson Product Moment Correlation Coefficient, and ranking. These were utilized to carefully analyze the profile of the parents and their perspectives on blended learning, distance education, and homeschooling, as well as the quality, efficacy, and sustainability of new normal education.

## **III. RESULTS AND DISCUSSIONS**

**Table 1a. The Demographic Profile of the Science, Technology, Engineering, and Mathematics Students' Parents in Southern Palawan in terms of Age**

Parents' Age	Frequency	Relative Frequency	Rank
33-36	11	7.64	5.0
37-40	25	17.36	3.0
41-44	45	31.25	1.0
45-48	29	20.14	2.0
49-52	20	13.89	4.0
53-56	7	4.86	6.0
57-60	3	2.08	7.5
61-64	3	2.08	7.5
65-68	1	0.69	9.0

<b>Total</b>	<b>144</b>	<b>100.00</b>
Average Age	44.73	

Table 1a shows the profile of the parents of the STEM students in Southern Palawan in terms of Age. There were 144 parent-respondents in this study. It can be gleaned from the table that 45 (31.25%) of the parents were aging 41-44; 29 (20.14%) were 45-48; 25 (17.36%) were 37-40; 20 (13.89%) were 49-52; 11 (7.64%) were 33-36; 7 (4.86) were 53-56; 3 (2.08%) were 57-60 and 61-64; and 1 (0.69%) was 65-68. The mean age of the parents was 44.73. This implies that most of the STEM students' parents were 41-44 years old.

**Table 1b. The Demographic Profile of the Science, Technology, Engineering, and Mathematics Students' Parents in Southern Palawan in terms of Gender**

Gender	Frequency	Relative Frequency	Rank
Male	41	28.47	2
Female	103	71.53	1
TOTAL	144	100.00	

Table 1b shows the profile of the parents of STEM students in Southern Palawan in terms of Gender. Of the gender qualifications, 103 (71.53%) were female, while 14 (28.47%) were male. This means that majority of the parents who were involved in their children's learning were females.

**Table 2a. Perspectives of the Parents of the STEM Students in Southern Palawan about Blended Learning**

A. Blended Learning			
Statements	Frequency	Relative Frequency	Rank
1. Blended learning combines different event-based activities like limited face-to-face classes, live e-learning, or self-paced learning.	117	81.25	1
2. It has been implemented to provide continuity of learning amidst the Covid-19 Pandemic.	101	70.14	3
3. Blended learning uses two or more learning modalities in online or offline learning and limited	106	73.61	2

in-person learning activities.			
4. It includes online learning activities that can be done via google meet, zoom, video conferencing, Facebook messenger, and other online learning platforms.	86	59.72	4
5. Blended learning employs offline learning activities, which can be in the form of electronic learning devices such as electronic modules, audio and video learning materials, PowerPoint presentations, and other offline learning apps.	45	31.25	10
6. It has limited in-person activities to both strengthen and supplement learning experiences and address the gap in the learning process that cannot be done virtually, individually, or without the guidance of a teacher.	80	55.56	5
7. It is self-paced learning that develops the ability of a learner to learn in their capacity regardless of the speed and time they spend on the learning process.	68	47.22	7
8. Blended learning involves parents and other family members who could serve as learning guides in the blended learning implementation. The teachers and parents agree upon the limitations, and the learners maintain the quality and integrity of learning.	71	49.31	6
9. It urges teachers to provide flexible learning options for the learners based on their capacity and ability to learn.	62	43.06	9
10. To be effective, blended learning should consider students' different learning needs, such as educational gadgets like smartphones, printed modules, audio lessons, and tv-based lessons, as well as a safe and conducive learning environment for limited face-to-face classes.	63	43.75	8

Table 2a shows the perception of the parents about blended learning. There were 117 (81.25%) of the parents who stated that blended learning is a combination of different event-based

activities like limited face-to-face classes, live e-learning, or self-paced learning; 106 (73.61%) agreed that blended learning uses two or more learning modalities in the forms of online or offline learning and/or limited in-person learning activities; 101 (70.14%) mentioned that it has been implemented to provide continuity of learning amidst the Covid-19 Pandemic; 86 (59.72%) said that it includes online learning activities that can be done via google meet, zoom, video conferencing, Facebook messenger, and other online learning platforms; 80 (55.56%) agreed that it has limited in-person activities which are done to both strengthen and supplement learning experiences and address the gap in the learning process that cannot be done virtually, individually, or without the guidance of a teacher; 71 (49.31%) said that it involves parents and other family members who could serve as learning guides in the blended learning implementation provided that the limitations are being agreed upon by the teachers, parents, and the learners to maintain the quality and integrity of learning; 68 (47.22%) emphasized that it is a self-paced learning that develops the ability of a learner to learn in his/her capacity regardless of the speed and time he/ she spends on the learning process; 63 (43.75%) mentioned that in order for it to be effective, blended learning should consider students' different learning needs such as educational gadgets like smartphones, printed modules, audio lessons, tv-based lessons, as well as a safe and conducive learning environment for limited face-to-face classes; 62 (43.06%) stated that it urges teachers to provide flexible learning options for the learners based on their capacity and ability to learn; and 45 (31.25%) stated that it employs offline learning activities which can be in the form of electronic learning devices such as electronic modules, audio and video learning materials, PowerPoint presentations, and other offline learning apps. The results implied that most parents perceived blended learning as a combination of different event-based activities or a combination of two or more learning modalities in the forms of online or offline learning.

**Table 2b. Perspectives of the STEM Students' Parents in Southern Palawan about Distance Education**

B. Distance Education			
Statements	Frequency	Relative Frequency	Rank
1. Distance education involves several learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning.	114	79.17	1
2. It does not require students to be physically	88	61.11	4

present in school.			
3. Distance education has been widely used and adapted today to provide continuous learning delivery amidst the global pandemic threat.	103	71.53	2
4. It has been adopted by public and private schools, including states, universities, and colleges in the country, via online learning for those with stable internet connectivity and modular learning for those in areas that do not have access to the internet.	91	63.19	3
5. It includes using google meet, zoom, and video conferencing via Facebook Messenger as online learning platforms.	46	31.94	10
6. The distance Education process involves using modules, learning videos and audios, and other individual learning materials and activities.	85	59.03	5
7. Distance education via modular learning has no teacher around to guide the learners. Modules are designed interactively so the learners can discover learning interestingly at their own pace.	80	55.56	6
8. Distance education via Radio-based can supplement learning, especially in areas that do not have internet connectivity.	70	48.61	7
9. Distance education requires the guidance of parents and other family members to make the learning process produce results.	62	43.06	8
10. Distance education requires teachers to visit the learners regularly and assess them for proper guidance and further learning development.	59	40.97	9

Table 2b shows the perception of the parents about distance education. It can be seen from the table that there were 114 (79.17%) who mentioned that distance education involves several

learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning; 103 (71.53%) said that distance education has been widely used and adapted today to provide continuous learning delivery amidst the threat of the global pandemic; 91 (63.19%) agreed that it has been adapted by public and private schools including state universities, and colleges in the country via online learning for those in areas with stable internet connectivity and modular learning for those in areas that do not have access to internet; 88 (61.11%) stated that it does not require students to be physically present in school; 85 (59.03%) mentioned that its process involves the use of modules, learning videos and audios, and other individual learning materials and activities; 80 (55.56%) said that it is done via modular learning and therefore has no teacher around to guide the learners, its modules are designed interactively so the learners can discover learning interestingly at their own pace had; 70 (48.61%) mentioned that if it is done via radio-based, it can supplement learning especially in areas that do not have internet connectivity; 62 (43.06%) emphasized that it requires the guidance of parents and other family members to make the learning process produce results; 59 (40.97%) agreed that it requires teachers to visit the learners regularly and assess them accordingly for proper guidance and further learning development; and 46 (31.94%) responses stated that it includes the use of google meet, zoom, and video conferencing via Facebook Messenger as online learning platforms. This implies that parents viewed distance education as involving several learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning to provide continuous learning delivery amidst the pandemic threat.

**Table 3. Perspectives of the STEM Students’ Parents about the New Normal Education in terms of Quality, Efficacy, and Sustainability**

<b>A. Quality</b>	Mean	Interpretation
1. The learning materials are relevant to a course of study.	4.20	Strongly Agree
2. Subject content is engaging, hands-on, and interactive, allowing students to think critically throughout the learning process.	4.15	Agree
3. Learning tasks support the development of higher-order thinking skills.	4.21	Strongly Agree
4. Assessment is coherent with the enacted curriculum.	4.17	Agree
5. Clear and precise language is used in providing instructions, including the task deadline and rubric on how it will be graded.	4.10	Agree



	4.17	Agree
<b>B. Efficacy</b>		
1. Ideas presented in the modules are comprehensive enough to be understood by the learners.	3.92	Agree
2. Students can finish all the assigned tasks within the given time frame.	3.86	Agree
3. Evaluation allows students to track their progress and measure what they have learned.	4.10	Agree
4. Learning materials support mental and physical wellbeing.	4.04	Agree
5. Lessons prepare students for natural life settings.	4.07	Agree
	<b>4.00</b>	<b>Agree</b>
<b>C. Sustainability</b>		
1. There are enough resources to provide all the learning materials needed.	4.06	Agree
2. Teachers are well equipped with knowledge and skills to carry out the different learning modalities.	4.11	Agree
3. Parents are prepared and capable of assisting their children at home.	4.15	Agree
4. Students are capable and responsible for directing their learning.	4.17	Agree
5. Schools have sustainable development programs for the new normal education.	4.24	Strongly Agree
	<b>4.15</b>	<b>Agree</b>
<b>Perception</b>	<b>Mean</b>	<b>Interpretation</b>
<b>A. Quality</b>	4.420952	Strongly Agree
<b>B. Efficacy</b>	4.318333	Strongly Agree
<b>C. Sustainability</b>	4.12	Agree

Table 3 shows the perception of the parents on the quality, efficacy, and sustainability of new normal education. In terms of quality, the statements, learning tasks support the development of higher-order thinking skills with a mean of 4.21; and the learning materials are relevant to a course of study with a mean of 4.20 were rated as "strongly agree" by the parents; while the assessment of the statements is coherent with the enacted curriculum with a mean of 4.17;

subject content is engaging, hands-on, and interactive that allows students to think critically throughout the learning process with a mean of 4.15; and clear and precise language is used in providing instructions including the deadline of the task and rubric on how it will be graded with a mean of 4.10 were rated as "agree" by the parents. The grand mean of the parents' perception of the quality of new normal education was 4.17, which was considered to be "agree." The results imply that most parents perceived that learning tasks support the development of higher-order thinking skills and that learning materials were significant in carrying out the quality of the new normal education despite the pandemic.

In terms of efficacy, all statements were rated "agree" by the parents such as evaluation allows students to track their progress and measure what they have learned with the highest mean of 4.10; lessons prepare students in a real-life setting with a mean of 4.07; learning materials support mental and physical wellbeing with a mean of 4.04; ideas presented in the modules are comprehensive enough to be understood by the learners with a mean of 3.92, and students can finish all the assigned tasks within the given time frame with a mean of 3.86. The grand mean of the parents' perception of the efficacy of new normal education was 4.00, which was considered to be "agree." The results imply that most students agreed to the efficacy of new normal education.

In terms of sustainability, the statement, that schools have sustainable development program for the new normal education with a mean of 4.24 was rated as "strongly agree" by the parents; while the statements students are capable and responsible for directing their learning with a mean of 4.17; parents are prepared and capable of assisting their children at home with a mean of 4.15; teachers are well equipped with knowledge and skills to carry out the different learning modalities with a mean of 4.11, and there are enough resources to provide all the learning materials needed with a mean of 4.06 were rated as "agree" by the parents. The grand mean on the sustainability of new normal education was 4.15, considered to be "agree." The results imply that majority of the students agreed with the sustainability of new normal education.

**Table 4. Pearson Moment Correlation Showing Significant Relationship Between the Parents' Age and their Perspectives on the Quality, Efficacy, and Sustainability of New Normal Education**

Variable	Pearson R	Computed t-value	P-value	Decision
Quality	0.024271469	0.2045753	0.838489272	H <sub>0</sub> : Accept

Efficacy	0.06977384	-0.589361199	0.557489742	H <sub>0</sub> : Accept
Sustainability	0.053974259	0.455459097	0.650168844	H <sub>0</sub> : Accept

Testing the significant relationship between the parents' Age and their perspectives on the quality, efficacy, and sustainability of new normal education, table 3a shows that all the computed p- values are greater than the alpha value thus the null hypothesis that the there is no significant relationship between the demographic profile of the parents in terms of Age and their perspectives about the new normal education in terms of quality, efficacy, and sustainability is accepted. This implies that the parents' age did not influence their perspectives about the quality, efficacy, and sustainability of new normal education.

**Table 5. Pearson Moment Correlation Showing Significant Relationship Between the Parents' Gender and their Perspectives on the Quality, Efficacy, and Sustainability of New Normal Education**

Variable	Pearson R	Computed t-value	P-value	Decision
Quality	0.055220837	0.466010095	0.642634799	H <sub>0</sub> : Accept
Efficacy	0.100348568	-0.849841773	0.398269739	H <sub>0</sub> : Accept
Sustainability	0.039345659	0.331789336	0.741025774	H <sub>0</sub> : Accept

Testing the significant relationship between the parents' Gender and their perspectives on the quality, efficacy, and sustainability of new normal education, table 3b shows that all the computed p- values are greater than the alpha value thus the null hypothesis that the there is no significant relationship between the demographic profile of the parents in terms of Gender and their perspectives about the new normal education in terms of quality, efficacy, and sustainability is accepted. This implies that the Gender of the parents did not influence their perspectives about the quality, efficacy, and sustainability of new normal education.

**IV. CONCLUSION**

Parents perceived blended learning as a combination of different event-based activities or two or more learning modalities in the forms of online or offline learning. Parents viewed distance education as involving several learning platforms like online or offline education, radio-based or

TV-based instruction, and modular learning to provide continuous learning delivery amidst the threat of a pandemic. Parents viewed home-schooling as acquiring education at home with the parents as tutors of their children; it should be done with the collaboration of the parents and the teacher. It should include modular education, online or offline learning, TV-based or radio-based instruction, and a combination of different learning modalities called blended learning. Parents agreed that the new normal education has quality, efficacy, and sustainability. The parents' age, gender, number of children, family income, and highest educational attainment did not influence their perspectives about the quality, efficacy, and sustainability of new normal education.

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