

Perceptions of Muslim Parents on Remote Learning

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Abstract

This study aimed to determine the perceptions on remote learning of the Muslim parents of school children in Alamada, Cotabato, Philippines. This study used convenience sampling to come up with 50 Muslim parents who were made respondents of the study. Majority of respondents are female Muslim parents, 30 years old and above, high school graduates, and some are college level. This study made use of a researcher-made questionnaire to gather the information on the perception of Muslim parents towards remote learning. Results reveal that the respondents perceived that they have the capacity to balance or manage their time as parents and mentors of their children in remote learning. When it comes to answering their children's modules, the fact that majority of them are college level or high school graduates means some parents know how to answer the module. Finally, the study found out that despite the challenges they faced towards this remote learning, it helped them build strong relationship with their children. Despite the negative issues concerning remote learning and student learning, this learning modality has given Muslim parents and their children a lot of opportunities. Parents were able to observe and focus on their children's learning progress.

Keywords: Perception, Remote Learning, Modular Learning, Parents, Pandemic

Introduction

Parents are their children's first teachers. They have a vital role to play in grooming successful and productive children. They are also known to be a child's first teacher from the moment a child is born and as they mature into adults. This is especially true when face-to-face classes were forbidden due to the COVID-19 pandemic. With the subsequent closure of the school, it became apparent that parents had to assume the full-time role of educating their children and supporting their learning virtually. Incredibly, more than half a billion children (Cohen & Kupferschmidt, 2020) have been forced to become virtual-school learners as they shelter in their homes, while parents, siblings, and other family members have taken on the new role of learning facilitators, pseudo teachers, and coaches.

However, in Nigeria, the majority reported that parents do not support their children; it was because they did not know how to. Other reasons cited were that parents were too busy or could not afford the cost of supporting their child's learning. In addition, challenges that may impact parental involvement in remote learning settings include economic resources (Hohlfeld et al., 2010); lack of internet access (Hollingworth et al., 2011); lack of interest in using technology (Beckman et al., 2019); and having low digital self-efficacy (Povey et al., 2016).

In the Philippines, this learning modality has passed on

a big responsibility especially to parents since, according to the Department of Education (DepEd), parents and guardians perform the various roles in the remote learning of their children. Struggles are inevitable (Garbe et al., 2020), and unsurprisingly, this learning modality posed challenges not only to the teachers but also to the parents. Dangle and Sumaoang (2020) found out that some parents do not have enough gadgets to be used by their child/children for online classes; some parents have difficulty understanding and answering the modules of their child/children; while some said that they do not have enough time to guide their kids due to work and other responsibilities. Moreover, they concluded that one of the main challenges was the parents' lack of knowledge to academically guide their child/children.

In the Department of Education Division of Malaybalay City, parents take a big part in the new normal setup, learning is moved to the students' homes and parents somewhat take on the role of teachers. Due to these changes, several concerns have been raised such as what kind of instruction is done at home, how the parents manage their children's learning, especially the toddlers, and what class schedule are working parents going to follow. Because remote learning has many effects on the many parents as the learners' partners in lifelong learning, the researchers became motivated to conduct a study on the perception of Muslim parents regarding the progress of their children using remote learning including their struggle in handling their students' schooling.

Research Question

This study aimed to determine the perception of Muslim parents on remote learning. Specifically, the researchers sought answers to the following questions:

1. What is the demographic profile of Muslim parents in terms of their age, sex, and educational attainment?
2. What are the Muslim parents' perceptions on remote learning?
3. What are the challenges encountered by Muslim parents on the remote learning modality used by their children?

Literature Review

Remote Learning

As the country continues to deal with the consequences of the coronavirus disease 19 (COVID-19) pandemic. The Department of Education (DepEd) designed a program referred to as the Basic Education Learning Continuity Plan (BELCP) to provide guidance on how the country could deliver education all through times of crisis while ensuring the health, security, and wellbeing of students, educators, and DepEd personnel. The Former President of the Philippines supported the platform and solutions presented by the Secretary of the Department of Education about the new teaching in education through a modular type of teaching (Dinlayan, 2020).

Remote learning is when a learner and an instructor, or a source of information, are separated by distance and cannot meet in a traditional classroom environment, this is referred to as remote learning. Information is typically communicated by technology (email, discussion boards, video conference, and audio bridge) so that no physical presence in the classroom is required; otherwise, Modular types of learning would be used. Distance learning, virtual instruction, and remote training are other terms for the same thing.

Based on the study at Georgia State University School of Public Health Students, it is difficult to make distance learning work for all students. The best tools can be put in place, but it will be difficult to replicate the in-person learning experience online unless all students have equitable access to the tools, faculty have adequate preparation time and training, and existing curricula are adapted or new course syllabi are developed.

Over half a billion children (Cohen & Kupferschmidt,

2020) have been forced to become virtual-school learners as they seek refuge in their homes, with parents, siblings, and other family members taking on the new roles of learning facilitators, pseudo teachers, and coaches. Many teachers, families, and learners were caught off guard by this abrupt shift, which brought some of the difficulties and issues associated with increased parental involvement to the surface while engaging and attempting to assist their children in various levels and types of distance learning.

The People's Republic of China's Ministry of Education announced an emergency school closure initiative for the entire country. More than 200 million students from primary to postsecondary education were affected by the school closure policy. On March 6, the emergency remote teaching (ERT) (Hodges et al., 2020) program was launched across the country with the goal of "suspending face-to-face classes without interrupting teaching and learning" (Ministry of Education of PRC, 2020a). Prior to this announcement, on February 17, the MOE launched the "National Online Cloud Classroom," which offers free livestreaming classes and digital textbooks to 50 million primary and secondary school students, in collaboration with China Education Network TV Channel 4 "Taking the Same Class" (MOE, 2020b). Even though the MOE and provincial governments in China provided teaching and learning resources, it was still difficult for schools to meet the needs of deep remote teaching-learning on a large scale. Chen, 2020; Zhang et al., 2020).

At the moment, the Philippines are adapting to a new normal form of education, and educators and active learners are constantly innovating. Other stakeholders' involvement is the driving force behind its success. The Department of Education implemented Modular Distance learning to ensure educational continuity and for each school to continue to achieve its mission and vision of providing quality education to every Filipino learner. Department of Education implemented Modular Distance Learning.

Parents' Perception on Remote Learning

Since the beginning of the crisis, the majority of nonmedical sciences have focused on the psychological and behavioral reactions of the general population (Campbell, 2020; Colizzi et al., 2020; Fu et al., 2020; Li et al., 2020; Prime et al., 2020), with few focusing on the reactions of parents and children (Campbell, 2020; Colizzi et al., 2020; Fu et al., 2020; (Brown et al., 2020; Spinelli et al., 2020).

Parents' perceptions toward their children's online learning are greatly influenced by the extent to which online learning is available to them. Teaching and learning help their children achieve academic success. Technology reports that TAM (Davis et al., 1989), parents believe that technology can help their children.

Shaimaa Ashraf, from Fredericton NB, worries how it will affect her girls' education.

"Every day they are asking when they will go back to school. They are in a French school and I am not really good at it. So, I am struggling with their activities," Ashraf told About Islam.

"They miss their friends too. They were skating and swimming, which helps them burn

Lots of energy, but now it is more screen time and they seem more tired and bored. I am not 100% focused on work because I have to take care of their classes. But, at the same time, it is better than them becoming sick with the virus.

Esraa Fadel from Waterloo ONT has mixed feelings about it all. "I want them to have a normal life as my daughter was so young before COVID started. She doesn't know a life other than the one with masks and restrictions, which is bad. At least going to school makes it a bit better. They are where they need to be. But as a mom, I am so anxious and afraid that they might catch it at school."

Eman El-Gammal, from Ottawa ONT, "Staying home for long periods may have an impact on their mental health; therefore, it is the responsibility of the parents to engage them in any outdoor activity to help them stay healthy both mentally and physically."

Rawia Mokhtar's daughter is in grade 12, and she is also feeling the impact. It is not just the younger kids who are affected by distance learning.

Only time will tell what impact pandemic and distance learning will have on our children's mental health and educational development. However, children are more resilient than adults, and whatever challenges they may face now, they will overcome.

According to Tryanti R. Abdulrahman's interviewee, the parent stated that she enjoys teaching her children at home with some limitations because it is the best way to protect them from the Corona virus and she can see their learning progress every day, but she is exhausted because her children receive more than two assignments per day with no detailed explanation from

the teacher.

Improving their children's academic performance and seeing this technology as simple to use would be beneficial.

Several studies conducted around the world examined this new reality by investigating parents' perspectives on online education. According to a recent study, parents whose children attended kindergarten expressed dissatisfaction with their children's distance education through the use of digital technologies. They specifically stated that education through the screen of a digital device is insufficient and restricting due to their children's age and educational needs (socialization, contact with peers, activities). At the same time, they claimed that teachers were not scientifically trained in these teaching methods, and that they, as parents, lacked the necessary state support and knowledge.

Methodology

This study used descriptive research design. According to Siedlecki (2020), a descriptive research design is a type of design that aims to obtain information to systematically describe a phenomenon, situation or population. It is descriptive because it tends to study the demographic profile of the parents and the level of perception and challenges encountered by Muslim parents.

Convenience sampling approach was adopted in this study. In convenience sampling, the researcher selected the participants based on their availability and readiness to be studied (Creswell 2012). There were 50 Muslim parents who are respondents of this study.

Participants

The respondents are 50 Muslim parents who have a child/children enrolled in a public school in the school year 2021-2022 and has used remote learning as modality.

Research Instrument

The study utilized a researcher-made questionnaire. Items that were included in the instrument were based on the related literature. The instrument of the study was divided into three parts. Part 1 includes the demographic profile of the respondents in terms of age, sex, and educational attainment. Part 2 is about the Muslim parents' perception on remote learning. The items were answered through a Likert Scale:



Strongly Agree (5), Agree (4), Moderately Agree (3), Disagree (2), and Strongly Disagree (1). Part 3 consists of challenges experienced by Muslim parents in the remote learning of their children.

The questionnaire was created by the researchers and submitted to the adviser and reader. In terms of face and content validity, the researchers considered the instrument's format, grammatical construction, and clarity of instruction. Following that, content validity was also obtained from three validators in order to improve the instrument and clarify instructions. Thus, instrument validity was achieved. Following that, the instrument was pilot tested to 20 Muslim parents who were residing who were not the actual respondents of the study. Cronbach Alpha was used to test the instrument's reliability, yielding .88 as its r-value.

Data Gathering Procedure

The researchers requested permission from the Dean of the College of Education of Notre Dame of Midsayap College and from the principal of a public elementary school in the Municipality of Alamada asking permission to conduct a survey among the parents of their Muslim learners. The researchers personally administered the questionnaire after receiving approval from the school head. They did “house-to-house” survey before doing the actual survey. The researchers asked permission first if they can do the survey to every respondent. The researchers showed the questionnaire but the respondents preferred that the researchers read to them the questions with translation so they could answer easily. The data gathered were analyzed using the appropriate statistical software.

Data Analysis Procedure

The researchers used the appropriate statistical tools for each problem statement. On the profile of respondents in terms of age, gender, and educational attainment, this was determined using frequency count and percentage distribution. To identify the Muslim parents’ perception of remote learning, weighted mean and standard deviation were computed. Ranking was used to determine the challenges experienced by Muslim parents in the remote learning modality of their children.

Results

This chapter presents the result of the statistical treatment of data and its interpretation based on the

research pursued. The discussion covers the demographic profile of the respondents, Muslim perceptions on remote learning, challenges encountered by Muslim parents in the remote learning of their children.

Demographic Profile of the Respondents

Table 1 presents the frequency and percentage distribution of fifty respondents according to sex, age group, and educational attainment.

Table 1. *Profile of the Respondents*

Profile of the Respondents		Frequency	Percentage
Sex			
Male		11	22.0
Female		39	78.0
Total		50	100.0
Age			
18 – 21		4	8.0
22 – 25		16	32.0
26 – 29		12	24.0
30 and above		18	36.0
Total		50	100.0
Educational Attainment			
College Graduate		3	6.0
College Undergraduate		12	24.0
High School Graduate		12	24.0
High School Undergraduate		11	22.0
Elementary Graduate		8	16.0
Elementary Undergraduate		4	8.0
Total		50	100.0

Table 2. *Perception of Muslim Parents on Remote Learning*

Item	Mean	Sd	Description
1. Helps my child/children on their academic performances.	3.20	1.14	Moderately Agree
2. Develops my child/children social skills.	3.02	1.06	Moderately Agree
3. Enhances the ability to work independently or the independent learning skills.	3.32	1.00	Moderately Agree
4. Helps to manage their schedule or time awareness.	3.26	1.14	Moderately Agree
5. Builds a good relationship between the learners and parents.	3.78	1.18	Agree
6. Promotes success of children throughout their learning pathways.	3.12	1.14	Moderately Agree
7. Teaches children how to plan, monitor, and be aware of the learning process.	3.22	1.25	Moderately Agree
8. Improves a good attitude or behaviour of the children towards the teacher and parents.	3.28	1.31	Moderately Agree
9. Enhance literacy skills.	3.50	1.09	Agree
10. Motivates in engaging learning.	3.62	1.15	Agree
Overall	3.33	1.14	Moderately Agree

Table 3. *Challenges of Muslim Parents in the Remote Learning of their Children*

<i>Profile of the Respondents</i>	<i>F</i>	<i>%</i>	<i>Rank</i>
1. Difficulty in using technology as a tool in remote learning	34	68	6
2. Lack of tools in remote learning	40	80	4
3. Struggling in balancing time and responsibilities as parent and teacher/tutor.	42	84	3
4. Financial difficulties	44	88	1
5. Lack of internet access	43	86	2
6. Difficulty in providing learners' necessities such as school supplies	37	74	5
7. Becoming sick when answering the module or the given task of their children (e.g. headache)	25	50	8
8. Children are low-motivated to study	31	62	7

Discussion

This chapter discusses the present findings of the investigation based on the problem statements of the study. The majority of respondents are 30 or older, female, and college or high school graduates. According to the Muslim Perception of Remote Learning, remote learning aids in the development of good relationships between learners and parents because they spend the majority of their time at home and are given ample time to focus on their families and other development. The majority of the challenges that Muslim parents face when using remote learning are due to a lack of financial support for their child's or children's education. Because of COVID-19, some respondents find remote learning difficult; it's difficult to find work to support their children's education, particularly in providing gadgets

Conclusion

Based on the findings of the study, the following conclusion is given: the Muslim parents perceive remote learning to be helpful in building a stronger relationship between them and their children. Despite the struggles brought about by remote learning to students especially on the financial aspect, still it cannot be denied that this modality also gave opportunity to parents and children. Parents were able to observe and focus on their children's learning progress, and they have more quality time spent together unlike before the pandemic which bolsters closeness of relationship and affection with each other.

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