

Parents' Difficulties in Facilitating Modular Learning: An Assessment of Home-Based Learning Barriers

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Abstract

This study assessed parents' difficulties in facilitating modular learning in one district of a fourth-class municipality within a medium-sized schools division in Central Philippines during School Year 2023–2024. Specifically, it described the respondents' demographic profile, determined their difficulties in pedagogy, content, and time element, and examined differences when grouped according to age, number of children, and average family monthly income. A descriptive research design with a comparative component was employed. Data were gathered using a researcher-developed questionnaire subjected to expert validation and pilot testing, obtaining a validation score of 4.93 and a Cronbach's alpha of .930. Frequency counts, percentages, means, and the Mann–Whitney U test were used to analyze the data at the .05 significance level. Findings revealed a high level of pedagogical difficulties ($M = 4.43$) and very



high levels of content-related and time-related difficulties (both $M = 4.51$). Prominent concerns included assessing learners' understanding, comprehending module lessons, module image quality, and managing learners' attitudes. No statistically significant differences were detected across the three areas when respondents were grouped according to the selected demographic variables. The study concludes that parents experienced substantial barriers in facilitating modular learning. The findings suggest the need for clearer learning materials, parent instructional guidance, manageable learning schedules, and sustained parent-teacher coordination.

Keywords: *modular learning, parental difficulties, pedagogical challenges, module content, time constraints*

Introduction:

Nature of the Problem

Modular learning became an important means of sustaining basic education in the Philippines during the COVID-19 pandemic, when the suspension of face-to-face classes required alternative learning arrangements. The Department of Education (DepEd, 2020) introduced self-learning modules alongside other learning delivery modalities to help learners continue their education outside the classroom. Under this arrangement, parents and guardians assumed greater responsibility for guiding their children in understanding instructions, establishing study routines, and accomplishing learning activities. This shift highlighted the importance of the home as a learning environment and of parents as partners in the educational process. However, providing learning materials alone does not ensure that every household has the capacity to support their effective use.

Parents may experience difficulties in facilitating modular learning because of unfamiliar lesson content, limited instructional skills, competing work and household responsibilities, and inadequate learning resources. They may also struggle to maintain their children's attention, explain difficult concepts, and encourage independent completion of activities. These potential barriers warrant assessment because parents differ in their educational preparation, available time, and household circumstances. DepEd's introduction of the ETULay tutorial platform to assist learners and parents in home learning demonstrates the importance of providing additional instructional support (DepEd, 2021). Likewise, UNICEF (2023) emphasized that parents and caregivers need appropriate knowledge and skills to participate effectively in their children's development and learning. These initiatives underscore the need to examine the support parents require when facilitating modular activities.

The problem is closely connected to the United Nations Sustainable Development Goal (SDG) 4—Quality Education—which promotes inclusive and equitable education and lifelong learning opportunities. Specifically, Target 4.1 emphasizes quality primary and secondary education that produces meaningful learning outcomes, while Target 4.5 calls for equitable educational access for vulnerable groups (United Nations Department of Economic and Social Affairs, n.d.). In relation to this study, differences in parents' instructional capacity and access to resources may create unequal opportunities for children to benefit from modular learning. Assessing home-based learning barriers can therefore help identify the assistance needed by families facing greater difficulties. This connection positions parental support as a practical consideration in advancing educational quality and equity.

Thus, this study is necessary to determine the nature and extent of the difficulties experienced by parents in the selected study setting. Although national initiatives recognize the importance of parental involvement, they do not establish which barriers are most pronounced among the study's respondents. Local evidence is needed to identify priority concerns and guide appropriate

school responses. The findings may serve as a basis for parent orientation, simplified instructional guides, accessible teacher consultations, and assistance in establishing manageable home learning routines. By informing support that responds to parents' actual needs, the study may strengthen home-school partnerships and contribute to the pursuit of inclusive and equitable quality education under SDG 4.

Current State of Knowledge

Agaton and Cueto (2021), in their study titled "Learning at Home: Parents' Lived Experiences on Distance Learning during COVID-19 Pandemic in the Philippines," examined parents' experiences as learning supervisors and tutors during the shift to distance education. Using inductive content analysis, they identified challenges involving instructional delivery, financial constraints, access to technology, and personal concerns such as stress and health. Their findings indicate that facilitating learning at home requires parents to balance educational responsibilities with the demands of supporting their families. This study is directly relevant to the present investigation because it establishes that parents' difficulties extend beyond understanding module content and include economic, instructional, and emotional barriers. However, these pandemic-related experiences require further assessment within the specific setting and circumstances of the present study.

Bauyon et al. (2022), in "Parental Challenges and the Performance of the Primary Pupils under Modular Distance Learning Delivery: An Input to Proposed Parental Orientation Guide," employed a sequential explanatory mixed-method design involving 388 survey respondents and 10 participants in the qualitative phase. The findings revealed significant relationships between pupils' performance and parental challenges involving instruction, personal circumstances, and parental involvement. The qualitative findings also highlighted time constraints, the need to learn unfamiliar content, and patience in guiding children. These results suggest that parental difficulties are relevant to learners' educational outcomes and warrant organized support from schools. For the present study, this research provides a basis for assessing instructional and personal barriers and considering parent orientation and closer home-school coordination as possible responses.

Biñas and Garvida (2023), in "Through the Kaleidoscopic Features of Lifelong Learning: A Multi-Faceted Exploration of Functional Illiterate Parents' Experiences in Modular Distance Learning," conducted a multiple-case study involving five purposively selected parents in a rural community in General Santos City. The participants experienced difficulties in supervising learning, understanding modules, handling children's behavior, managing emotional stress, and balancing other responsibilities. They coped through seeking assistance, maintaining positive thinking, and learning alongside their children. The findings highlight how limited parental literacy can complicate the responsibilities associated with modular learning. This study supports the inclusion of parents' educational and instructional capacity in the present assessment. Nevertheless, its small and specialized sample means that the findings should be treated as contextual insights rather than estimates of difficulties experienced by all parents.

Ducay et al. (2025), in “English Language Learning Anxiety and Self-Efficacy of Learners in Modular Learning,” investigated 262 Grade 8 learners using a descriptive-correlational design. The study found moderate English language learning anxiety, low self-efficacy, and a significant negative relationship between the two variables. These findings demonstrate that emotional and confidence-related difficulties can persist even when learners accomplish activities at home. Although the study did not directly assess parents’ difficulties, it provides a related perspective: parents facilitating modular learning may need to support children’s confidence and emotional readiness alongside their understanding of lessons. This implication requires direct investigation from parents’ perspectives. Together with the preceding studies, it supports assessing home-based learning barriers across instructional capacity, time and responsibilities, available resources, and the demands of guiding learners’ behavior and emotions.

Theoretical Underpinnings

The present study is anchored on Role Strain Theory, developed by William J. Goode (1960). The theory explains the difficulties individuals experience in fulfilling the obligations associated with their social roles. It provides a relevant foundation for examining parents’ difficulties in facilitating modular learning because parents assume instructional responsibilities alongside their existing duties as caregivers, household managers, and income earners. Through this perspective, the study considers how the additional demands of supporting children’s education may place pressure on parents’ capacity to fulfill their responsibilities.

Goode (1960) described role strain as the difficulty of meeting role obligations. Individuals participate in several role relationships, each carrying expectations that may compete for their limited time and energy. Strain can arise when these expectations are difficult to reconcile or when fulfilling one responsibility limits the capacity to accomplish another. The theory also considers how individuals manage these demands by allocating resources, adjusting commitments, and sharing responsibilities. Thus, role strain provides a framework for understanding difficulties that emerge from demanding obligations and the ways individuals attempt to manage them.

In this present study, Role Strain Theory guides the interpretation of parents’ experiences in explaining lessons, monitoring learning activities, motivating children, and managing study schedules while attending to work and household duties. Applying the theory, unfamiliar lesson content, limited resources, and competing responsibilities may make the learning-facilitator role more difficult to fulfill. The study will assess whether and to what extent parents experience these barriers rather than assume that all parents encounter the same difficulties. The findings may inform support measures, such as clearer instructional guidance, manageable learning routines, and closer coordination with teachers, that help parents meet the demands of facilitating learning at home.

Objectives of the Study

This study aimed to determine the level of parents' difficulties in facilitating the Modular Learning in one district of a fourth-class municipality within a medium-sized schools division in Central Philippines during School Year 2023–2024. Specifically, it sought to describe the respondents' profile in terms of age, number of children, average family monthly income, and highest educational attainment; assess their level of difficulties in terms of pedagogy, content, and time element; and determine whether significant differences existed in their level of difficulties when grouped according to these profile variables.

Research Methodology:

This section presents the research design, data-gathering procedure, other instrumentation, and statistical tools. It also discusses the parameters, especially the statistical tools, the respondents, and the study's locality.

Research Design

The study employed a descriptive research design to assess parents' difficulties in facilitating modular learning. According to Siedlecki (2020), descriptive research examines the characteristics of individuals, groups, or situations as they naturally occur, without manipulating the variables. This design was appropriate because the study sought to describe the respondents' profile and determine their level of difficulties in terms of pedagogy, content, and time element. It also incorporated a comparative component to examine whether these difficulties differed significantly when respondents were grouped according to age, number of children, average family monthly income, and highest educational attainment. Thus, the design enabled a systematic assessment of home-based learning barriers based on parents' reported experiences.

Study Respondents

The respondents of the study consisted of 147 parents from six selected schools in the district during the School Year 2023–2024. The respondents were purposively selected based on their involvement in the modular learning modality. However, all identified respondents within the selected group were included in the study, reflecting a total enumeration approach. Table 1 presents the distribution of respondents according to school.

Table 1
Distribution of the Respondents

School	Population (N)	Percentage (%)
A	25	17
B	24	16

C	25	17
D	25	17
E	23	16
F	25	17
TOTAL	147	100.00

Instrument

The study used a teacher-made questionnaire to gather data from parents in one district of a fourth-class municipality within a medium-sized schools division in Central Philippines. The questionnaire consisted of two parts with 15 items, comprising five items per area; however, only the sections relevant to the present study were analyzed. Part I gathered information on the respondents' age, number of children, average family monthly income, and highest educational attainment. The section on parents' difficulties comprised the 15 items, with five items each assessing pedagogy, content of modules, and time element. Respondents indicated how frequently they experienced each difficulty by encircling their answer using a five-point rating scale: 1—Almost Never, 2—Rarely, 3—Sometimes, 4—Often, and 5—Always. Higher scores indicated more frequently experienced difficulties in facilitating modular learning.

The questionnaire underwent face and content validation by five experts in education and research, whose suggestions were incorporated to improve the clarity and relevance of the items. It obtained a mean validation score of 4.93, interpreted as "Excellent," providing evidence of its suitability for the intended assessment. To assess internal consistency, the questionnaire was pilot-tested among 30 parents, and the responses were analyzed using Cronbach's alpha. The questionnaire obtained an alpha coefficient of 0.930, interpreted as "Excellent." The coefficient provided evidence of strong internal consistency for the items used in the present study.

Data Gathering and Procedure

After administering the validity and reliability tests, and upon approval of the schools division superintendent, the questionnaires were administered to the target respondents. The questionnaires were gathered, recorded, and analyzed. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The encoded data was processed using SPSS.

Data Analysis and Statistical Treatment

The collected data were checked for completeness, coded, tabulated, and analyzed using appropriate descriptive and inferential statistics. Frequency counts and percentages were used to describe the respondents' profile in terms of age, number of children, average family monthly income, and highest educational attainment, based on the categories established in the questionnaire. Mean was computed to determine the level and variability of parents' difficulties in pedagogy, content, and time element. Each respondent's score for an area was calculated by

averaging its five items. Mean scores were interpreted using the study's established rating intervals, with higher scores indicating more frequently experienced difficulties.

To determine whether parents' difficulty scores differed significantly when grouped according to the profile variables, the Mann–Whitney U test was used. This nonparametric test was appropriate for comparing ranked questionnaire scores without requiring normally distributed data. The hypothesis tests were evaluated at the 0.05 level of significance.

Ethical Consideration

By guaranteeing the confidentiality of the respondents' answers and upholding their anonymity during the entire research process, the study made a concerted effort to reduce the possibility of harm to its target respondents in accordance with Republic Act 10173, also known as the Data Privacy Act of 2012. The researchers also requested their free and informed consent upfront.

Results and Discussion:

This section presents, analyzes, and interprets the data gathered to carry out the predetermined objectives of this study.

Profile of Respondents

The first objective of the study was to determine the profile of the parent respondents according to age, number of children, average monthly income, and highest educational attainment. Table 2 shows these results.

Table 2

Profile of the Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 40 years old)	72	49.00
	Older (40 years old and above)	75	51.00
Number of Children	Few Children (less than 3)	66	49.10
	Many Children (3 and above)	81	55.10
Average Family Monthly Income	Lower Income (below Php10,000 pesos)	65	44.20
	Higher Income (Php10,000 pesos and above)	82	58.80

Total 147 100.00

Table 2 shows the profile of the parent respondents in terms of age, 72 or 49% belong to the younger (below 40 years old) group while 75 or 51% belong to the older (40 years old and above), in terms of number of children, 66 or 49.10% have few children (less than 3) while 81 or 55.10% have many or (3 and above) children. As to their highest educational attainment, it was discarded as one of the given variables because the lower category does not reach 25%. With their average family monthly income, 65 or 44.20% belong to the lower income of (below 10,000 pesos) and 82 or 58.80% belong to the higher income of (10,000 pesos and above).

Based on the table, there are a good number of older parents with much number of children who earn higher income. Parents are the child's first educators. We look at the role parents' play in supporting their children's school learning and how planners and decision-makers can support this role. Regardless of their profile, the support they provide impacts children's development, learning, and later educational outcomes.

Level of Parents' Difficulties in Facilitating Modular Learning

Table 3

Level of Parents' Difficulties in Facilitating Modular Learning According to Pedagogy

Items	Mean	Interpretation
As a parent, I am having difficulties in ...		
1. assisting the modules to my learners due to limited face-to-face time.	4.32	High Level
2. helping my learner in answering major subjects like (English, Math, Filipino, and Science) than other subjects.	4.40	High Level
3. teaching my learner since this is a new experience.	4.32	High Level
4. explaining well to the learners when asked about the module.	4.52	Very High Level
5. assessing my learners' understanding as presented in the parent-teacher conference.	4.58	Very High Level
Overall Mean	4.43	High Level

As shown in Table 3, on the level of parents' difficulties in facilitating Modular Learning in the Area of pedagogy, the overall mean was 4.43 interpreted as "high level."

Item no. 5 was assessed as the highest mean of 4.58 which posts "As a parent, I am having difficulties in assessing my learners' understanding as presented in the parent-teacher conference" interpreted as "very high level" while item nos. 1 and 3 were observed by parents to

be the lowest mean of 4.32 declared as “As a parent, I am having difficulties in assisting the modules to my learners due to limited face-to-face time,” and “...teaching my learner since this is a new experience” interpreted as “high level.”

The results imply that parents have great difficulty and may be struggling much in helping the learners answer the modules due to physical appearance and time management and for parents to teach their learners as this is considerably new to them.

The findings are supported by Taguinod (2021), who explored the lived experiences of 15 kindergarten parents facilitating modular distance learning in selected public schools in Calamba City. The study identified difficulties involving time management, understanding lessons, and assuming new responsibilities in guiding children’s learning. These findings are consistent with the high level of pedagogical difficulties in Table 3, particularly Item 3, which concerns teaching children as a new experience, and Item 4, which involves explaining module content. Although the study involved kindergarten parents, it provides relevant evidence of the challenges parents encounter when taking on instructional responsibilities at home. It supports the overall findings but does not directly establish difficulties in assessing learners’ understanding during parent-teacher conferences.

Table 4

Level of Parents’ Difficulties in Facilitating of Modular Learning According to Content

Items	Mean	Interpretation
As a parent, I am having difficulties in ...		
1. understanding the terminologies used in the module as it seem unfit to the said grade level.	4.52	Very High Level
2. looking for good selection of images, image quality, size and format in the modules.	4.56	Very High Level
3. reading and comprehending the lessons in the module.	4.56	Very High Level
4. answering the modules independently.	4.48	High Level
5. deciphering the lesson since I find the lessons too advanced to the grade level assigned.	4.41	High Level
Overall Mean	4.51	Very High Level

As illustrated in Table 4, on the level of parents’ difficulties in the facilitation of Modular Learning in the area of content, the overall mean was 4.51 interpreted as “very high level.”

Item nos. 2 and 3 obtained the highest mean of 4.56 which says “As a parent, I am having difficulties in looking for good selection of images, image quality, size and format in the modules” and “... reading and comprehending the lessons in the module” interpreted as “very high level” while item no. 5 was observed by parents to be the lowest mean of 4.41 posts as “As

a parent, I am having difficulties in deciphering the lesson since I find the lessons too advanced to the grade level assigned” interpreted as “high level.”

The results imply that parents have much difficulty and also are stressed in looking for appropriate selections of images, its quality, size and format in their learners’ modules Then again the highest mean result reflects the highest level parents experience in terms of the implementation of learning modality specifically on content.

The findings in Table 4 are supported by Bayucca (2021), who examined the challenges encountered by 123 parents and 10 learners in an elementary school in Meycauayan City. The study found that 50% of parents reported limited knowledge of lesson content, while 33% encountered unclear or unreadable modules, including images, texts, and instructions. These findings are consistent with the difficulties reported in Item 3 concerning reading and comprehending lessons and Item 2 concerning the quality of images in the modules. Thus, the study supports the presence of content-related difficulties, although it does not establish that lessons were too advanced for the assigned grade level or confirm the same degree of difficulty reported in Table 4.

Table 5

Level of Parents’ Difficulties in Facilitating Modular Learning According to Time Element

Items	Mean	Interpretation
As a parent, I am having difficulties in		
1. complying with the module given a very limited time to answer.	4.50	Very High Level
2. answering the modules without asking for help from parents or guardian.	4.50	Very High Level
3. assisting my learner modules are returned unanswered.	4.53	Very High Level
4. guiding my learner, due to busy schedules which hampers our coaching time with them	4.47	High Level
5. dealing with the learners’ attitude while answering the different modules.	4.55	Very High Level
Overall Mean	4.51	Very High Level

As presented in Table 5, on the level of parents’ difficulties in facilitating Modular Learning in the area of time element, the overall mean was 4.51 interpreted as “very high level.”

Item no. 5 obtained the highest mean of 4.55 which says “As a parent, I am having difficulties in dealing with the learners’ attitude while answering the different modules” interpreted as “very high level” while item no. 4 was observed by parents to be the lowest mean of 4.47 which states

“As a parent, I am having difficulties in guiding my learner, due to busy schedules which hampers our coaching time with them” interpreted as “high level.”

The results imply that parents have more difficulty and anxious in guiding their learners due to poor time management in coaching their learners in answering their modules.

The findings in Table 5 are supported by Pentang et al. (2022), who investigated parents’ challenges and coping mechanisms in modular distance learning across three schools in Palawan. Using a mixed-method design, the study found that lack of time to teach children at home was the main challenge encountered by parents. This finding is consistent with Item 4, which indicates that parents’ busy schedules hamper their time to guide learners. The study therefore supports the presence of time-related difficulties in facilitating modular learning, although it does not confirm the same degree of difficulty reported in Table 5. These findings suggest the need for flexible learning schedules and coordination between parents and teachers to accommodate parents’ competing responsibilities.

Comparative Analyses in the Level of Parents’ Difficulties in Facilitating Modular Learning

Table 6

Difference in the Level of Parents’ Difficulties in Facilitating Modular Learning According to the Pedagogy When Grouped According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	25	32.00	400.00	.562		Not Significant
	Older	35	29.43				
Number of Children	Few Children	30	31.08	432.50	.790	0.05	Not Significant
	Many Children	30	29.02				
Average Family Monthly Income	Lower Income	20	30.23	394.50	.929		Not Significant
	Higher Income	40	30.64				

Table 6, as to the variable age, the obtained *U*-value was 400.00 with a *p*-value of 0.562 which is greater than the 0.05 level of significance, based on the results it was interpreted as “not significant.” Therefore the hypothesis that states “there is no significant difference on the level of

parents' difficulties in facilitating modular learning according to pedagogy when grouped and compared according to age was accepted.

As to the variable number of children, the obtained U -value was 432.50 with a p -value of 0.790 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' difficulties in the implementation of modular learning modality according to pedagogy when grouped and compared according to number of children was accepted.

On the variable average family monthly income, the obtained U -value was 394.50 with a p -value of 0.929 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' difficulties in the implementation of modular learning modality according to pedagogy when they are grouped and compared according to average family monthly income was accepted.

This implies that the Parents' difficulties according to pedagogy when the parent respondents were grouped and compared according to the abovementioned variables show no significant difference at all.

The findings in Table 6 are consistent with Cudillo et al. (2022), who investigated modular distance learning challenges among 318 parents of public secondary school students in Surigao City. Their study found no statistically significant differences in instructional-related challenges when parents were grouped according to age ($p = .32$), monthly income ($p = .18$), and number of children enrolled in school ($p = .86$). This supports the pattern observed in Table 6, where pedagogical difficulties did not differ significantly across comparable demographic groups. However, the studies measured related rather than identical areas, and the comparison study considered children enrolled in school rather than the total number of children. These findings suggest that instructional support should be accessible to parents across demographic groups.

Table 7

Difference in the Level of Parents' Difficulties in Facilitating Modular Learning According to the Content When Grouped According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	p -value	Sig. level	Interpretation
Age	Younger	25	31.88	403.00	.589	0.05	Not Significant

Number of Children	Older	35	29.51	417.00	.611	Not Significant
	Few Children	30	31.60			
	Many Children	30	29.40			
Average Family Monthly Income	Lower Income	20	31.80	374.00	.671	Not Significant
	Higher Income	40	29.85			

Table 7, as to the variable age, the obtained *U*-value was 403.00 with a *p*-value of 0.589 which is greater than the 0.05 level of significance, based on the results it was interpreted as “not significant.” Therefore the hypothesis that states “there is no significant difference on the level of parents’ difficulties in facilitatingf modular learning according to content when grouped and compared according to age was accepted.

As to the variable number of children, the obtained *U*-value was 417.00 with a *p*-value of 0.611 which is greater than the 0.05 level of significance, based on the results it was interpreted as “not significant.” Therefore the hypothesis that states “there is no significant difference on the level of parents’ difficulties in the implementation of modular learning modality according to content when grouped and compared according to number of children was accepted.

On the variable average family monthly income, the obtained *U*-value was 374.00 with a *p*-value of 0.671 which is greater than the 0.05 level of significance, based on the results it was interpreted as “not significant.” Therefore the hypothesis that states “there is no significant difference on the level of parents’ difficulties in the implementation of modular learning modality according to content when they are grouped and compared according to average family monthly income was accepted.

This implies that the Parents’ difficulties according to content when the parent respondents were grouped and compared according to the abovementioned variables show no significant difference at all.

The findings in Table 7 are consistent with Murro et al. (2024), who investigated the difficulties of 90 parents with low educational attainment in assisting their children with modular distance learning in Zamboanga City. The study found no statistically significant differences in intellectual difficulties when parents were grouped according to age ($p = .454$), number of children ($p = .128$), and monthly family income ($p = .744$). These difficulties included understanding and explaining lessons in self-learning modules, making them relevant to the

content-related difficulties examined in Table 7. Although the measured areas were not identical, the study supports the pattern of nonsignificant demographic differences. This suggests that assistance in understanding module content should be available across these groups, with support tailored to parents' specific learning needs.

Table 8

Difference in the Level of Parents' Difficulties in Facilitating Modular Learning According to the Time Element When Grouped According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	25	32.34	391.50	.478	0.05	Not Significant
	Older	35	29.19				
Number of Children	Few Children	30	33.02	374.50	.251	0.05	Not Significant
	Many Children	30	27.98				
Average Family Monthly Income	Lower Income	20	30.10	392.00	.897	0.05	Not Significant
	Higher Income	40	30.70				

Table 8, as to the variable age, the obtained *U*-value was 391.50 with a *p*-value of 0.478 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' difficulties in facilitating modular learning according to time element when grouped and compared according to age was accepted.

As to the variable number of children, the obtained *U*-value was 374.50 with a *p*-value of 0.251 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' difficulties in the implementation of modular learning modality according to time element when grouped and compared according to number of children was accepted.

On the variable average family monthly income, the obtained *U*-value was 392.00 with a *p*-value of 0.897 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' difficulties in the implementation of

modular learning modality according to time element when they are grouped and compared according to average family monthly income was accepted. This implies that the parents' difficulties according to time element when the parent respondents were grouped and compared according to the above-mentioned variables show no significant difference at all.

The findings in Table 8 are consistent with Cudillo et al. (2022), who examined modular distance learning challenges among 318 parents of public secondary school students in Surigao City. Their study included individual-related challenges involving insufficient time to supervise children's studies, conflicts between family, work, and study schedules, and difficulties handling children's misbehavior. No statistically significant differences in this broader area were found when parents were grouped according to age ($p = .21$), number of children enrolled in school ($p = .67$), and monthly income ($p = .80$). This provides supporting evidence for the nonsignificant demographic differences in Table 8, although the study did not analyze time-related difficulties as a separate domain.

Conclusion:

The study concludes that parents encountered substantial difficulties in facilitating modular learning, with a high level of difficulty in pedagogy and very high levels in content and time element. These findings indicate that supporting learning at home involved considerable demands on parents' instructional understanding, ability to guide learners, and available time. In pedagogy, assessing learners' understanding and explaining module content were particularly challenging, suggesting that parents needed guidance in fulfilling their instructional responsibilities.

Content-related difficulties centered on reading and comprehending lessons, understanding unfamiliar terminology, and concerns about module images. These findings indicate that the clarity and accessibility of learning materials were important concerns in facilitating learning at home. Meanwhile, difficulties in the area of time element involved managing learners' attitudes, accomplishing modules within limited periods, and providing guidance amid busy schedules. Together, these results show that parents' challenges extended beyond lesson content to sustaining productive learning routines while attending to other responsibilities.

Based on the reported comparative analyses, no statistically significant differences were detected in pedagogical, content-related, and time-related difficulties when parents were grouped according to age, number of children, and average family monthly income. Thus, the null hypotheses were not rejected. Within the analyzed sample, these demographic groupings did not provide sufficient evidence to distinguish parents' reported difficulties; however, this does not establish that their experiences were identical.



To summarize it, the findings highlight the need to strengthen parents' capacity to facilitate modular learning through clear instructional guidance, accessible learning materials, manageable schedules, and consistent communication with teachers. Support should respond to parents' assessed needs across demographic groups. Strengthening the partnership between schools and families may help parents fulfill their learning-facilitation responsibilities and address the barriers identified in the study.

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