Indonesian Journal of Education Research (IJoER)
Vol. 7, No. 4, August 2026, pp. 572~600
ISSN: 2722-1326, DOI: 10.37251/ijoer.v7i4.3527

School-Home Collaboration In Remote Teaching-Learning: Evaluating Policy Implementation Through Teachers' and Parents' Perspectives

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Article Info

Article history:

Received Jun 28, 2026
Revised Jul 26, 2026
Accepted Aug 27, 2026
Online First Aug 28, 2026

Keywords:

Educational Challenges
Mixed Methods
Parental Involvement
Remote Teaching-Learning
Sequential Explanatory
Teachers and Parents

ABSTRACT

Purpose of the study: This study looked into the perspectives of teachers and parents toward remote teaching-learning including its perceived effectiveness, parental roles, and the challenges encountered during its implementation.

Methodology: The study employed a sequential explanatory mixed-methods research design involving 346 respondents, comprising 46 teachers and 300 parents**.** Quantitative data were gathered through survey questionnaires and analyzed using descriptive statistics and appropriate inferential statistical procedures to examine the respondents' perspectives and their relationship with demographic characteristics. The quantitative findings were subsequently complemented and explained through qualitative data, allowing the researchers to further explore the experiences and perspectives of teachers and parents regarding remote teaching-learning.

Main Findings: The quantitative findings showed no significant relationship between the respondents' demographic profiles and their perspectives on remote teaching-learning**.** On the other hand, the qualitative findings generated three emerging themes**:** (1) teachers and parents perceived remote teaching-learning as different from face-to-face instruction in terms of effectiveness, interaction, feasibility, and learning approaches; (2) parents primarily viewed their role as assisting their children in the learning process, particularly in completing schoolwork and other academic tasks; and (3) both teachers and parents experienced financial challenges**,** particularly the additional expenses associated with acquiring teaching and learning resources needed to support remote education. Policies must move beyond demographics to address actual stakeholder needs, learning conditions, and the financial burdens placed on families and teachers, providing equitable resource and connectivity support while strengthening school-home partnerships through clear parent orientation, communication, and clear boundaries on family responsibilities.

Novelty/Originality of this study: Rather than focusing on a single stakeholder group, the study compares and integrates the experiences and perceptions of both teachers and parents, providing a more comprehensive understanding of remote teaching-learning.

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1. INTRODUCTION

The outbreak of COVID-19 has taught us that change was inevitable. It acts as a spur for educational institutions to expand and use platforms with previously unexplored technologies. The education sector has been

fighting to survive the crisis with different approaches and digitizing the disputes to wash away the threat of the pandemic [1]. As this pandemic rages, remote teaching-learning is becoming the new norm in the education field. Standards in a regular classroom have been revised to meet the requirements as closely as possible in remote teaching-learning contexts. It is worth noting that in remote teaching-learning environments, as opposed to virtual learning environments, the learner and instructor are not used to being separated during class, and the parents are aware of how they play their roles as support individuals in the concept of remote teaching. These extreme changes to course curricula disrupted the lives of many teachers, students, and their parents when the school year started.

International experiences revealed both opportunities and challenges associated with remote teaching-learning. South Korean students noted some positive features of remote emergency teaching, such as comfortable, educational environments, smooth interactions, and efficient time utilization, while networking instability, unilateral interactions, and reduced concentration were causes of students' complaints [2]. Likewise, this global pandemic exposed a significant gap in teacher preparation and training for emergency remote teaching, including teaching with technology to ensure continuity of learning for students at a distance [3]. These experiences demonstrate that technology alone cannot ensure effective remote learning; adequate preparation, instructional support, and meaningful stakeholder participation are equally important.

Students in the Philippines faced difficulties due to a lack of internet connection, budgetary constraints, technology devices, and affective or emotional support. Interestingly, it showed that learning remotely in these trying times was challenging. Aside from the existing problems of access and affordability, the emerging financial stability and affective support concerns contributed to interrupted learning engagement. Moreover, exposing culturally face-to-face learners in the context of ERT can put additional learning pressure [4].

Moreover, this had a severe impact on student learning, engagement, and mental health due to the quick change to emergency remote teaching. Issues with motivation and engagement, personal scheduling, faculty communication, and increased stress and anxiety were among the significant student concerns [5]. Education policymakers had difficulty determining what factors had prevented some children from receiving proper instruction, including a lack of infrastructure, a lack of appropriate preparation in schools and among teachers, and, in some cases, a lack of preparation for curricular requirements. This phenomenon was causing many difficulties, especially as voiced out by students in the Philippines where it revealed the following categories of problems in remote learning: unstable internet connectivity; inadequate learning resources; electric power interruptions; vague learning contents; overloaded lesson activities; limited teacher scaffolds; poor peer communication; conflict with home responsibilities; poor learning environment; related financial problems; physical health compromises; and mental health struggles [6].

While emergency remote teaching is widely studied, critical gaps remain in understanding how teachers and parents navigate their roles within the Philippine context—specifically regarding effectiveness, interactivity, feasibility, and sustainability. This study addresses these gaps by examining teacher and parent perspectives to strengthen school-home collaboration amid instructional, technological, and financial challenges. Ultimately, the findings aim to inform policies for inclusive, responsive, and sustainable flexible learning systems.

2. REVIEW OF RELATED LITERATURE

This study will not discuss a specific theory to verify if the claim was valid or not, nor to discuss a theoretical framework, but to understand and unlock the teachers' and parents' views on remote teaching and learning to redesign their role as the primary support to students towards the learning process to achieve quality and lifelong learning in education.

2.1 Related Literature

Distance education has long been recognized as a viable alternative to traditional instruction, with its origins tracing back over a century as institutions sought to expand access to learning beyond physical classrooms. Over time, it has evolved into an interdisciplinary field grounded in social learning theories and shaped by advances in information and communication technologies [7]. Its significance became even more evident during the COVID-19 pandemic, which disrupted education systems worldwide and affected more than 1.5 billion learners, prompting global responses such as the UNESCO Global Education Coalition to ensure learning continuity [8]. This unprecedented shift accelerated the adoption of remote teaching across all levels of education, highlighting both the potential and limitations of distance education.

In principle, distance education offers flexibility and accessibility, making it particularly beneficial for working students, those with special needs, and individuals with demanding schedules [9]. Studies have shown that, when effectively designed, it can be as effective as, or even superior to, traditional face-to-face instruction. However, the field continues to grapple with conceptual and practical challenges, including inconsistent terminology and outdated frameworks guiding online education. Research trends further reveal that most studies focus on teaching and learning processes at the micro level, with fewer addressing broader institutional and

systemic concerns [10]. This indicates a need for more holistic investigations that integrate pedagogical, organizational, and technological dimensions.

Pedagogically, effective distance education requires intentional instructional design, as teaching in virtual environments cannot rely on spontaneous or improvised methods [11]. Emphasis has shifted to learner-centered approaches that promote interaction, collaboration, and critical thinking rather than replicating traditional, content-heavy instruction in online settings [12]. Social interaction, cohort cohesion, and meaningful engagement have been identified as key determinants of student success, fostering communication, community building, and self-regulated learning [13]. Additionally, feedback mechanisms, whether through digital platforms or innovative approaches such as screen casting, play a crucial role in enhancing student motivation and learning outcomes [14].

The role of teachers and administrators is equally critical in the success of distance education. Faculty members are expected to demonstrate competencies that support student-centered and connected learning environments, while also adapting to new technologies and pedagogical approaches [15], [16]. However, the rapid transition to online learning during the pandemic exposed gaps in teacher preparation and training, particularly in emergency remote teaching contexts [3]. Administrators, on the other hand, play a vital role in policy development, relationship-building, and ensuring the quality of online programs, including the often-overlooked contributions of support staff [17], [18]. Effective leadership and institutional support are therefore essential in fostering a culture that embraces innovation and continuous improvement.

Student-related factors also significantly influence the effectiveness of distance education. Motivation, self-efficacy, effort regulation, and peer interaction have been found to directly impact student retention and achievement [19], [20]. While many students demonstrate readiness to engage with digital learning materials, disparities in access to technology persist as a significant challenge. Although mobile devices offer a practical solution, issues such as high internet costs, limited access to advanced technologies, and inadequate digital skills continue to hinder equitable participation [21]. Furthermore, students' learning experiences are shaped by external factors such as family support, socioeconomic conditions, and competing responsibilities, including work and caregiving, which may contribute to stress and reduced academic engagement [22], [23].

Interaction and engagement are central to quality distance education. Studies emphasize the importance of various forms of interaction, including student-student, student-teacher, student-content, and student-interface, as key indicators of effective online learning environments [24]. However, challenges such as limited communication, lack of familiarity with digital platforms, and the complexity of online group work can negatively affect participation and learning outcomes [25], [26]. Similarly, collaborative learning, while beneficial, presents issues related to coordination, accountability, and leadership, requiring careful instructional planning and support.

Institutional and structural factors further influence the implementation and sustainability of distance education. Many institutions face challenges related to limited resources, inadequate ICT infrastructure, insufficient faculty support, and weak student services [27]. Geographic and socioeconomic disparities exacerbate these issues, particularly for students in rural or underserved areas with limited access to technology and educational resources [28], [29]. Additionally, concerns regarding academic integrity, assessment validity, and consumer protection highlight the need for robust policies and quality assurance mechanisms in online education.

Technological innovations have significantly enhanced the delivery of distance education, enabling the use of learning management systems, e-portfolios, video-based instruction, and interactive tools to support teaching and learning [30]-[32]. Libraries and digital resources also play a crucial role in supporting learners, although students often underutilize these services. Despite these advancements, the effectiveness of technology depends largely on how it is integrated into pedagogically sound practices, as technology alone does not guarantee improved learning outcomes [32].

Despite its many advantages, distance education continues to face criticisms and challenges, including issues related to academic dishonesty, student isolation, limited interaction, and questions about its effectiveness in preparing students for relational or practice-based professions [33], [34]. Furthermore, resistance to change, lack of institutional readiness, and insufficient faculty engagement can hinder the successful implementation of online learning initiatives [35]. These challenges underscore the importance of continuous research, innovation, and policy development to address emerging issues and improve the quality of distance education.

In conclusion, the literature highlights that distance education is a dynamic and evolving field shaped by the interplay of pedagogical, technological, institutional, and human factors. While it offers significant opportunities for expanding access and enhancing learning, its effectiveness depends on careful design, strong institutional support, and the active engagement of both teachers and students. As education systems continue to adapt to changing global contexts, distance education will remain a critical component of modern learning, requiring sustained efforts to ensure its inclusivity, quality, and sustainability.

2.2 Related Studies

Distance education has been widely examined in comparison with traditional face-to-face instruction since the 1950s, particularly with the expansion of social science research that revealed its inherent complexity and multidimensional nature. Early theoretical developments emphasized instructional interaction as a central concern, leading to the emergence of the concept of transactional distance, which explains the psychological and communication gap between learners and instructors in remote environments [36]. Contemporary perspectives further integrate systems dynamics, hierarchy, and complexity theories to deepen understanding of how instructional processes operate in distance learning contexts. Alongside these theoretical foundations, quality in distance education has increasingly been defined from the learners' perspective, emphasizing key domains such as course design, interaction, learner support, and technology integration as essential components of effective online learning environments [37].

As distance education expanded globally, particularly with rapid technological advancements, it transformed educational delivery by providing flexible and accessible learning opportunities. Studies have shown that there is often no significant difference in learning outcomes between distance and traditional education when supported by appropriate instructional design and technology [38]. Learning platforms, learning management systems, and digital tools have demonstrated strong potential in enhancing instructional delivery, interaction, and professional practice [39]. However, the effectiveness of these technologies depends not only on access but also on the alignment of pedagogy, assessment, and communication strategies. For instance, well-designed online assessments must consider learning objectives, student diversity, feedback mechanisms, and clear communication to ensure meaningful learning [40], [41].

Pedagogical considerations remain central in distance education, where the role of the teacher has shifted from knowledge transmitter to facilitator of learning. Effective online teaching emphasizes interaction, engagement, and the development of learners' autonomy and communication skills [42], [43]. Research highlights that student engagement is influenced by multiple factors, including teaching methods, course design, learner characteristics, and the use of innovative technologies, consistent with established principles of good practice in education [44]. Moreover, meaningful interaction among students, instructors, and content is critical to improving both learning outcomes and satisfaction, while the absence of nonverbal cues and real-time communication can negatively affect motivation and engagement [45].

Despite these advancements, several challenges persist in distance education. Studies reveal that both students and educators experience technological difficulties, limited interaction, and communication barriers, which can negatively influence perceptions of online learning [46], [47]. While some learners prefer the flexibility and autonomy offered by distance education, others continue to favor face-to-face instruction due to its perceived effectiveness and social interaction [48], [49]. Additionally, factors such as learner autonomy, self-regulation, and cognitive styles have been explored, though findings suggest that these alone are insufficient to fully explain student success in distance learning environments [50], [51].

The integration of technology has further reshaped distance education through the use of digital ecosystems, social media, mobile applications, and communication tools. Platforms such as learning management systems, videoconferencing tools, and social networking sites have enhanced collaboration and access to learning resources [52]. Innovations such as flipped classrooms, multimedia resources, podcasts, and mobile learning applications have also been found to improve engagement and learning outcomes when effectively implemented [53], [54]. However, access to technology alone is not sufficient; a corresponding shift in pedagogical approaches is necessary to maximize its benefits [55].

Teacher readiness and professional competence are critical factors influencing the success of distance education. Many educators initially viewed distance education as technology-driven rather than pedagogy-driven, leading to challenges in adapting teaching strategies [56]. The pandemic further exposed gaps in teacher preparedness, particularly in designing student-centered activities, implementing diverse assessment methods, and maintaining student engagement [57]. Nonetheless, teachers demonstrated resilience and adaptability, with positive attitudes toward technology integration and professional growth emerging over time [58], [59]. Effective teacher training programs must therefore focus on developing not only technical skills but also pedagogical and reflective competencies [60].

Equally important are the roles of students and families in the distance education process. Students' experiences are shaped by factors such as motivation, self-regulation, access to resources, and learning environments. While many students appreciate the flexibility and convenience of online learning, concerns remain regarding interaction, assessment, and the quality of instruction [61], [62]. Parents, particularly during the COVID-19 pandemic, have taken on more active roles in supporting their children's learning, often facing challenges related to time constraints, technological demands, and limited pedagogical knowledge [63], [64]. Although parental involvement can enhance student motivation, it may also increase stress and workload for families.

Institutional and structural factors further influence the effectiveness of distance education. Challenges such as inadequate infrastructure, limited access to ICT, lack of unified policies, and insufficient support services

continue to hinder implementation, particularly in developing contexts [65], [66]. Economic, geographic, and socioeconomic disparities also affect learners' access and participation, reinforcing the need for inclusive and equitable strategies [67]. Moreover, concerns about academic integrity, assessment validity, and the sustainability of online learning highlight the importance of robust quality assurance mechanisms and continuous institutional improvement [68].

Student dropout in distance education has emerged as a critical concern, particularly in the context of rapid transitions to online learning during the COVID-19 pandemic. Studies indicate that dropout rates increased due to multiple interconnected factors, including financial constraints, difficulties adjusting to online learning environments, preference for printed materials, and technical challenges encountered during assessments [69]. Additionally, personal and psychological factors such as unclear career goals, fear of failure, and environmental concerns further heightened students' likelihood of discontinuing their studies. These findings underscore the complexity of dropout as a phenomenon, requiring educators, researchers, and policymakers to adopt comprehensive models that consider academic, personal, and contextual variables when designing and implementing distance education programs [70]. Furthermore, decisions related to persistence or re-enrollment are influenced by both satisfaction with the learning experience and pragmatic considerations such as prior educational background, employment status, and personal motivations [71].

Early-stage disengagement is particularly evident, with studies showing that a significant proportion of students become inactive within their first semesters, often due to limited understanding of distance learning systems, lack of participation in tutorials, and dissatisfaction with academic services [72]. Students' perceptions of distance education further reveal mixed attitudes, often characterized by metaphors reflecting both opportunity and limitation—such as independence and flexibility on one hand, and isolation and disconnection on the other [73], [74]. While some learners appreciate the convenience of online education, many still prefer face-to-face instruction due to its support for social interaction, immediate feedback, and active engagement [75]. This preference highlights the enduring importance of human interaction in the learning process.

Technological and infrastructural challenges remain among the most significant barriers to student retention. Issues such as unreliable internet connectivity, lack of access to devices, and difficulties navigating learning management systems hinder students' ability to participate effectively in online learning [76], [77]. These challenges are further compounded by limitations in monitoring student engagement and participation in digital platforms, making it difficult for educators to assess actual learning involvement. Moreover, system-related issues, low student participation, inadequate feedback, and lack of experience with distance education have been identified as major contributors to dissatisfaction among both students and educators [78]. Consequently, many students perceive distance education as less effective than traditional classroom instruction, particularly in courses requiring practical or laboratory components [79].

Pedagogical and interaction-related factors also play a crucial role in shaping students' experiences and persistence in distance education. Limited interaction, lack of immediate feedback, and reduced opportunities for collaboration negatively impact student motivation and engagement. Although distance education offers flexibility and autonomy, it often fails to meet students' socialization needs, which are essential for holistic learning [80]. Additionally, issues in assessment practices—such as concerns about fairness, validity, and academic integrity—further weaken students' confidence in online learning systems [81]. These challenges highlight the need for integrating synchronous and asynchronous learning strategies, improving communication, and ensuring meaningful engagement in online environments.

Institutional and systemic limitations further exacerbate dropout risks. Inadequate infrastructure, lack of unified policies, insufficient technical support, and limited access to learning resources hinder the effective implementation of distance education programs [65], [66]. Socioeconomic disparities also play a significant role, as students from disadvantaged backgrounds often face greater challenges in accessing technology and maintaining participation. These inequities contribute to unequal learning opportunities and increase the likelihood of dropout [67]. Moreover, institutional readiness, including faculty training and administrative support, remains a critical factor in ensuring the quality and sustainability of distance education.

The roles of teachers and parents are equally significant in influencing student retention. Teachers often face increased workload, limited interaction with students, and challenges in adapting instructional materials for online delivery, which can affect the quality of teaching and student engagement [82]. At the same time, parental involvement has become more prominent, especially during remote learning periods. While parental support can enhance student motivation, many parents experience difficulties balancing responsibilities, understanding instructional content, and providing adequate academic support [83], [84]. Furthermore, disparities in family support, particularly among first-generation students, can affect academic adjustment and persistence [85].

Psychological and behavioral factors also contribute significantly to student dropout in distance education. Students often experience stress, isolation, and decreased motivation due to the lack of face-to-face interaction and the demands of self-directed learning [86]. Coping mechanisms such as peer support through online communities and the use of social media platforms have been identified as strategies to mitigate these challenges [87]. Additionally, factors such as goal orientation, cognitive flexibility, and emotional well-being

influence students' ability to adapt to online learning environments and persist in their studies [88], [89]. Addressing students' social, emotional, and mental health needs is therefore essential in reducing dropout rates and promoting academic success.

2.3 Theoretical Background

Remote Teaching-Learning has had a tremendous impact on the educational sector during the pandemic, which threatens the world. The instructor, the learner, the technology, and the organization supporting remote education are all explored to continue developing and implementing distance education's "best practices" to provide students with a high-quality education while encouraging lifelong learning. Moore's Theory of Transactional Distance served as the foundation for this research. Transactional Distance had a direct impact on e-learning. It defined and measured the teacher-student learning interaction in an e-learning setting with a substantial physical or temporal distance between them.

The term "distance learning" encompassed a variety of distinct types of distance learning that could all be evaluated in the same way when introduced in 1997. The psychological or communicative space that separates the teacher from the students in the transaction between them, occurring in the organized or intended learning situation, was referred to as transactional distance instead of physical or temporal space. Learner autonomy was the degree to which the teaching/learning partnership was the learner rather than the teacher who decides the goals, the learning experiences, and the assessment decisions of the learning program. The more significant the transactional gap, the more autonomy the learner must exercise. Targeted students favor autonomy, and the course could be developed accordingly [90].

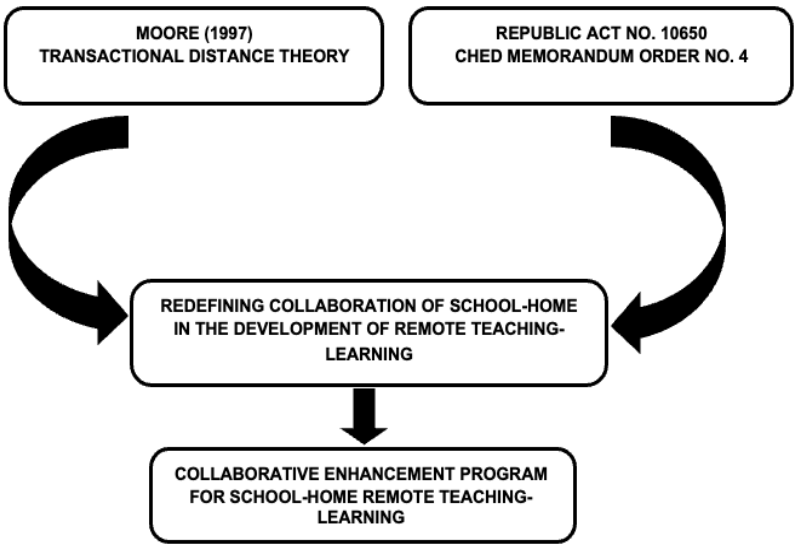

Figure 1. Theoretical Framework of the Study

The institutionalization of flexible and distance learning in the Philippines is grounded in key policy frameworks such as Republic Act No. 10650, which promotes equitable access to tertiary education through diverse and technology-mediated delivery modes. This is reinforced by Republic Act No. 7722 and Republic Act No. 11469, which collectively enabled the Commission on Higher Education to implement CHED Memorandum Order No. 4, s. 2020. These guidelines formalized the transition to flexible learning (FL) during the COVID-19 pandemic, emphasizing the urgent need to sustain educational delivery while safeguarding the health of academic communities. As a result, higher education institutions (HEIs) were compelled to rapidly adopt alternative modalities that extend beyond traditional face-to-face instruction.

Flexible learning during the pandemic largely took the form of online and remote education, utilizing both synchronous and asynchronous strategies through digital platforms such as Zoom, Google Meet, and Microsoft Teams. These platforms enabled continuity of instruction despite mobility restrictions, but also introduced new complexities in teaching and learning processes. The abrupt nature of this transition aligns with what Hodges et al. [91] describe as "emergency remote teaching," which differs significantly from intentionally designed online learning environments. While prior research has established that effective online education depends on systematic instructional design and planning, the pandemic-induced shift often lacked these foundational elements, potentially affecting the quality of learning experiences.

From a theoretical perspective, distance education has long been recognized for its capacity to provide flexibility, particularly for adult learners. Galusha [86] emphasized that flexibility allows learners to balance academic demands with personal and professional responsibilities. However, the literature also identifies

persistent challenges, including reduced learner motivation, limited interaction, inadequate institutional support, and feelings of isolation. These issues are compounded by learners' difficulties in self-regulation and adaptation to independent learning environments. Recent studies further highlight both the opportunities and constraints of remote education. Stenman and Pettersson [92] argue that remote teaching can expand access to quality education, particularly for students in geographically disadvantaged areas, by connecting them to diverse learning resources and qualified instructors. However, they also note that such approaches require significant adjustments in instructional design and teacher flexibility, which may pose challenges in practice.

In addition to pedagogical concerns, multiple barriers to effective flexible learning have been identified. Ferri et al. [93] categorize these challenges into technological, pedagogical, and social dimensions. Technological barriers include unreliable internet connectivity and limited access to digital devices. Pedagogical challenges involve insufficient digital competencies, a lack of structured learning materials, low student engagement, and weak social and cognitive presence. Social barriers, on the other hand, encompass reduced interaction, inadequate learning environments at home, and competing responsibilities among learners and their families. The shift to remote learning has also redefined the roles of key stakeholders. Teachers are required to adapt to new technologies and pedagogical approaches, necessitating continuous professional development. Meanwhile, parents have assumed a more active role in supporting learners, particularly at the basic education level, where guidance and supervision are critical. This increased parental involvement has significant implications for students' academic performance and overall well-being.

Despite the rapid expansion of flexible learning, it is important to recognize that distance education is not a recent phenomenon. It has evolved over more than a century as a response to the need for accessible education. The integration of digital technologies has further accelerated its development, enabling more dynamic and inclusive learning environments. Similarly, Baruah [94] highlights that the growth of open and distance education has been driven by the use of varied instructional strategies, catering especially to non-traditional and lifelong learners. Given these developments, there remains a need to examine how key stakeholders perceive and experience remote teaching and learning. Understanding the perspectives of instructors and parents is particularly important, as their roles are critical in facilitating student learning in flexible environments. Thus, this study seeks to explore these perceptions to inform the development of responsive and sustainable educational programs that enhance support systems and improve learning outcomes.

3. RESEARCH METHOD

This section discusses the research design, explores the environment or sources from where data are collected, describes the data sources, and explains the roles of the researcher as the study instrument. Moreover, data collection procedures are also discussed in detail in this chapter, along with the appropriate data analysis methods.

3.1 Design

A sequential explanatory mixed-methods research study is used to examine and redefine the partnership between educational institutions and families. The research design permits researchers to begin their study by gathering quantitative information, which is analyzed to identify patterns and connections. The study design enables researchers to measure remote teaching-learning activities while understanding how teachers and parents experience their shared responsibilities.

Quantitative. The first phase began with quantitative data collection using structured survey questionnaires, which were given to teachers and parents to answer. The study first described the respondents' profiles in terms of gender, age, highest educational attainment, relevant training and seminars attended in remote teaching-learning, and technology exposure. Also, the study assessed remote teaching-learning through its evaluation of objectives and execution of educational activities. The study identifies how parents viewed their roles in remote teaching-learning. Moreover, teachers and parents were asked to share their perspectives on the effectiveness, interactivity, and feasibility of the learning approach of the program. Lastly, the challenges that participants faced during their remote teaching-learning experience were identified.

Qualitative. For the second phase**,** qualitative data were collected through semi-structured, in-depth interviews and focus group discussions (FGDs) with purposively selected teachers and parents. Participants were chosen based on notable patterns or variations identified in the quantitative results. Using semi-structured guides informed by the survey findings, the sessions explored participants' experiences, challenges, roles, and perceptions regarding school-home collaboration and remote learning. Audio-recorded discussions were transcribed verbatim and analyzed using thematic analysis. The resulting qualitative themes were then integrated with the survey data to contextualize, clarify, and elaborate on the statistical findings, offering deeper insights into nuances uncaptured by the quantitative phase. *Integration.* During this phase, the qualitative results were used to explain and enrich the quantitative findings, particularly in understanding why certain demographic factors were related or not related to perceptions and how collaboration between school and home can be

improved. Themes were developed that served as a foundation for redefining and strengthening the roles of teachers and parents in remote teaching-learning.

3.2 Environment

The study was conducted in one of the state universities in Cebu, which was elevated to a state university in 2009 under the Republic Act No. 9744. The university was a level 4 (national) and level 5 (regional) state university in Cebu, Philippines. It was composed of one (1) Main, nine (9) Satellites, and 13 Extension campuses throughout the province of Cebu.

During the start of the pandemic, the school was one of the institutions under lockdown, where no students were allowed to go to school to have face-to-face classes. To continue the semester, the schools had shifted to remote teaching-learning using technology and the internet as the primary channel for communicating and delivering lessons to students. A program for ongoing teachers' training on how to use technology efficiently to give students high-quality, lifelong learning. In this regard, this state university made a perfect avenue from which the data can be taken to answer the statements of the problem, specifically in the College of Teacher Education.

3.3 Research Participants

The data for this study came from Cebu Technological University's College of Education faculty and the parents of students enrolled in education courses. For the quantitative aspect, this study employed stratified random sampling for parents who participated in the research and the total number of full-time faculty in the College of Teacher Education, excluding those with the designation, to develop a systematic review of data that supported the findings of this report as presented in Table 1.

Table 1. Distribution of Research Participants

Respondents	Male		Female		Total	
	f	%	f	%	f	%
Teachers	18	39	28	61	46	100
Parents	52	18	243	82	300	100

Additionally, 14 participants, 7 teachers and 7 parents, were selected for the focus group discussion (FGD). Interviews were conducted until data saturation was reached, occurring when no new information emerged. The participants' involvement in this research study was encouraged by informing them that the study was more research than a treatment since it focuses solely on their perspectives and insights about the change in curriculum to remote teaching-learning. Students learn through the use of technology and the internet.

3.3 Instruments

This study utilized survey questionnaires adopted from the studies of Valerio [95], Todri et al. [96], and Musingafi [97], which were designed mainly to measure the variables of the study. Questions were crafted and modified so that respondents could quickly understand each item. The objective was to see if there was a link between respondents' attitudes toward distance education and their demographic profile, which included "age and gender," "highest educational attainment," "number of relevant seminar sessions attended related to distance education," and exposure to technology. Also, the roles of the parents were identified in distance education to come up with themes to design an enhancement program that strengthens the idea of distance education to promote quality and lifelong learning continuously.

Table 2. Summary of Instruments

Questions	Author	Article
Demographic Profile	Valerio [95]	Current Perspectives On Mother – Tongue Based Instruction In The Newly Implemented K To 12 Curriculum Of The Philippines
Perspective on Remote Teaching-Learning	Todri et al. [96]	Perceptions regarding Distance Learning in Higher Education, Smoothing the Transition
Challenges on Remote Teaching-Learning	Musingafi et.al. [97]	Challenges for Open and Distance learning (ODL) Students: Experiences from Students of the Zimbabwe Open University

3.4 Data Gathering Procedure

A data-gathering approach was known as survey questionnaire to gather data from the respondents. The respondents completed the survey questionnaires at a time that was convenient for them. A letter of intent was forwarded to the Dean's Office of the College of Education, requesting permission to collect data from the College of Education's selected teachers and parents. Upon receipt of the letter's approval.

This study proceeds by gathering the needed information from the respondents to complete the proposed research. Questionnaires were emailed to the respondents through their email addresses and asked to return them once they were finished, providing the relevant information. Instructions were attached to the survey questionnaires to avoid misunderstanding and confusion regarding the questions presented on the survey questionnaires. Questions were crafted and modified to make sure that they were comprehensible to the respondents. Moreover. After the data was collected and processed, questionnaires had to be appropriately disposed of to protect the respondents' identities.

3.5 Data Analysis

The study conducted a systematic process to score and tabulate data from the questionnaire before using statistical tools for the analysis. The Average Weighted Mean (AWM) was used to present and analyze the respondents' demographic information together with their opinions about remote teaching-learning implementation, which enabled researchers to identify their central response patterns. The researchers applied Pearson's Product-Moment Correlation Coefficient to study how teachers' profile characteristics correlated with their beliefs about remote teaching-learning. The researchers used these statistical techniques to achieve a precise and thorough examination of the data, which resulted in dependable outcomes for understanding their results and reaching valid conclusions.

3.6 Scoring Procedure

Respondents' perspectives towards remote teaching-learning were analyzed using the Likert Scaling Model: (5) means Strongly Agree; (4) means Agree; (3) means Slightly Agree; (2) means Disagree; and (1) means Strongly Disagree.

Table 3. Scoring Table and Interpretation

Weight	Scale/Range	Category	Verbal Description
5	4.20 - 5.00	Strongly Agree	All of the teachers/parents agreed with the statement.
4	3.40 - 4.19	Agree	Many but not all of the teachers/parents agreed on the statement.
3	2.60 - 3.39	Slightly Agree	Some of the teachers/parents agreed with the statement.
2	1.80 - 2.59	Disagree	Few of the teachers/parents agreed with the statement
1	1.00 - 1.79	Strongly Disagree	None of the teachers/parents agreed with the statement.

3.6 Ethical Consideration

The research study adhered to the ethical principles applicable to research involving human participants. Although the research paper was not submitted for formal ethics review, the researchers observed the necessary precautionary measures to protect the rights, privacy, safety, and welfare of the participants throughout the study. The teachers and parents joined the study after they provided informed consent because they understood all study aspects, including its goals and methods, and its voluntary nature. The participants received guarantees that their answers would remain confidential and anonymous while researchers used their responses exclusively for academic research. The participants received information about their ability to leave the study whenever they wanted without facing any negative effects. All collected information remained protected through secure storage methods, which researchers handled with full responsibility to maintain research integrity and participant confidentiality.

4. RESULTS AND DISCUSSION

This chapter shows how the data are presented, analyzed, and interpreted to answer the questions of this study based on the adapted questionnaires used. Results are tabulated to have a clear summary of the data that has been collected from the respondents. These include the following: demographic profile of the teachers and parents; status of remote teaching-learning; roles of the parents in the context of remote teaching-learning; challenges of remote teaching-learning; relationship of the demographic profile of the respondents to their perspectives; and themes to effectively help teachers and parents strengthen their role in the learning process of the students.

4.1 Demographic Profile

The characteristics of identifying the respondents are discussed in this chapter. It sets limitations on the selection of the respondents, who should be connected to Cebu Technological University. Teachers who are full-time faculty of the College of Teacher Education, excluding teachers with a designation, and parents whose children are currently enrolling in the university, taking education courses of any major. Personal data to be

gathered from the respondents includes the following: gender, age, highest educational attainment, and relevant training attended towards remote teaching-learning.

4.1.1 Gender

The status of being a male or female, as applied to the social and cultural inequalities that exist among members of a community. Cultural practices have defined these borders since the beginning of time. Males and females have always been separated in terms of how they are raised, taught, their qualities, abilities, degree of understanding, perspectives, etc., according to Eagly's Social Role Theory of Gender Differences. This consideration of gender is applied in this study since it will determine the perspectives of the respondents toward remote teaching-learning. As presented, Table 4 shows the percentage of both teachers and parents who participated in the study.

Table 4. Gender of Teachers and Parent

Gender	Number of Teachers	%	Number of Parents	%
Male	18	39	52	18
Female	28	61	243	82
Total	46	100	300	100

Table 4 shows the total number of full-time faculty of the College of Teacher Education, excluding those teachers with the designation and parents who participated in the survey. A total of 46 teachers were part of the college, and 39 percent were male teachers and 61 percent were Female. For parents, using stratified random sampling, data were obtained from the parents across the different majors of students who are currently enrolled in the College of Teacher Education. A total of 300 parents participated in the survey, and out of 300 parents, 18 percent were Male and 82 percent were Female. These numbers determined the significant difference in their perspectives toward remote teaching-learning, and to minimize the possibility of having excessive or biased results by mistake, as the data were interpreted. According to Kandemir and Çakmak [98], there was no significant gender difference in the metaphors in which the participants conveyed their perceptions regarding distant education.

4.1.2 Age

Characteristics are influenced by the amount of time an individual has lived and are related to a personality. Every encounter aids in the development of understanding. Coming of age is a lifelong process; however, certain major events or experiences play a significant role in maturing into an adult. In this regard, age has been considered because of the experiences that an individual has gone through, which makes them become an individual who has a greater and deeper understanding of things around them, especially of the changes that are happening around them [99]. Table 5 discusses the age of the respondents who participated in this study.

Table 5. Age of Teachers and Parent

Age	Number of Teachers	%	Number of Parents	%
46- Above	16	35	183	63
41 - 45	17	37	98	32
36 – 40	6	13	19	6
31 – 35	5	11	-	-
26 – 30	2	4	-	-
Total	46	100	300	100

Table 5 discusses the age of the full-time faculty of the College of Teacher Education and parents whose child was studying at the university. Out of 46 teachers, there were 4 percent whose age was in the range of 26-30, 11 percent whose age range was between 31-35, 13 percent whose age was in the range of 36-40, 37 percent whose age range was between 41-45, and 35 percent whose age was in the range of 46 and above. This implied that the majority of faculty in the College of Teacher Education were tenured and competent enough in the field of teaching with their specialization, since they had been in the field for a couple of years.

Also, the table showed the distribution of the ages of the parents who participated in this study. From a total of 300 parents, 6 percent were in the age range of 36-40, 32 percent whose age range of 41-46, and 63 percent were in the range of 46 and above. This showed that the majority of the parents whose children were enrolled in the College of Teacher Education were tenured. The seniority of an individual made them more flexible to cope and adjust to the different changes that occurred. As a person grows older, the more he/she can adapt to circumstances that have arisen in the world because of the experience he/she had [100].

4.1.3 Highest Educational Attainment

A person's life objective is to achieve educational attainment. It is one of the most crucial aspects of an individual's academic path. It assists an individual in acquiring a variety of abilities in a variety of domains that are critical to one's survival and well-being. These abilities can be learned both in the classroom and in everyday life. Because of an insatiable desire for knowledge, people continue to study and obtain the maximum level of education. In this regard, educational attainment is put into consideration in this study since it helps individuals to better understand, from a wider perspective, the different situations and changes in the world. Table 6 presents the distribution of data on the educational attainment of the respondents of this study.

Table 6. Highest Educational Attainment

Program	Number of Teachers	%	Number of Parents	%
Doctorate Graduate	20	43	-	-
Master's Graduate with units in the Doctorate Program	22	47	-	-
Master's Graduate	4	9	-	-
Baccalaureate Degree	-	-	73	24
Associate Degree	-	-	22	7
High School Graduate	-	-	96	32
High School Level	-	-	111	37
Total	46	100	300	100

Table 6 presents the highest educational attainment of the faculty of the College of Teacher Education and the parents. Out of the total number of teachers, there were 4 percent who had completed a Master's degree, 47 percent had graduated with a Master's degree with units in the Doctorate Program, and 43 percent had Graduated Doctorate. This implied that the faculty in the College of Teacher Education showed the importance of pursuing higher education to learn new skills and knowledge to be competent in their respective specialization.

For parents, out of 300 parents, 37 percent had reached high school level, 32 percent had graduated high school, 7 percent had completed an associate degree, and 24 percent had completed their baccalaureate degree. This showed that the majority of the parents who participated in the survey were at the high school level due to different circumstances that hindered them from pursuing tertiary education and earning a degree for a better career opportunity. This implied that earning a degree was never easy because it required resources and perseverance as you conquer the life of becoming a professional. Also, pursuing a degree enlarges your views by connecting you to a lifetime network of industry professionals with whom you may share ideas and discover new prospects throughout the sector. Having a background in a certain field has aided people in thinking, feeling, and acting in ways that contribute to their success and increase not only their satisfaction but also their community. Furthermore, education shapes a person's personality, thoughts, and interactions with others, as well as preparing them for life's challenges. It gives people a unique position in their community and wherever they dwell [101].

4.1.4 Relevant Training and Seminars Attended in Remote Teaching-Learning

To improve one's skills, abilities, and knowledge, attending different training and seminars is a great opportunity to achieve these goals for self-improvement. This is a planned activity designed to improve one's performance because it focuses on a specific topic or discipline. Typically, it lasts a few days and includes cooperative discussion, multiple presenters, and opportunities to share viewpoints and issues on the subject. This attribute has been considered in this study because the educational system of the country has shifted to remote teaching-learning when the pandemic hit the world. This study determines if teachers and parents have attended training and seminars related to remote teaching-learning to provide the necessary support needed by the students. Table 7 discusses the number of relevant training sessions and seminars attended by both teachers and parents.

Table 7. Relevant Training and Seminars Attended in Remote Teaching-Learning

Number of Training/Seminars	Number of Teachers	%	Number of Parents	%
26 - Above	5	10	7	2
21 - 25	14	29	6	2
16 - 20	11	22	20	7
11 – 15	6	13	22	7
6 – 10	6	13	43	14
1 – 5	6	13	203	68
Total	46	100	300	100

Table 7 discusses the number of training sessions and seminars attended by the faculty of the College of Teacher Education and parents on remote teaching-learning to enhance their skills and to cope with the change in the educational system of the country to continuously provide quality learning for their students. Out of the total

number, there were 13 percent who attended training and seminars in the ranges of 1-5, 6-10, and 11-15. 22 percent of the faculty had attended training and seminars on remote teaching-learning within the range of 16-20, 29 percent were in the range of 21-25, and 10 percent had attended 26 and above training and seminars related to remote teaching-learning. This implied that teachers were equipping themselves with the necessary knowledge and skills on how to deal with students remotely using technology, knowing that this was a new modality in teaching that the country was embracing to continue the operation in promoting learning to students. The study conducted by Ames et.al. [102] suggests the need for more distance education-specific professional development to ensure that teachers have the knowledge needed to support diverse learners in this context.

On the other hand, out of the 300 parents, there were 2 percent who attended the range of 1-5 and 6-10, and 7 percent had attended 11-15 and 16-20 seminars related to remote teaching-learning. Also, 14 percent had attended within the range of 21-25, and 68 percent had attended training and seminars related to remote teaching-learning. This implied that all the parents who participated in the survey knew remote teaching-learning since they had engaged themselves in these self-improvement activities to support their children's needs in this new mode of teaching; however, the majority have attended only 1-5 related training and seminars on remote teaching-learning.

4.1.5 Technology Exposure

Technology is now part of the day-to-day life of every individual. It functions in many different ways. The development of this tool is a product of human discoveries in science to blend it with the needs of humanity to make life easier and more comfortable. When a pandemic hits the world, technology like phones, tablets, and computers is a device that humans are using to keep updated with the latest news about the status of the world in fighting the COVID-19 virus.

The presence of technology becomes more essential to human needs, especially to students, teachers, and parents. Students can continue with their studies because of the technology and the internet. Teachers can continue extending knowledge to students, and parents can check and monitor the progress of their child in school. In this regard, technology exposure is considered in this study to know how well-versed the teachers and parents are in using technology, especially since classes are being conducted online. Table 8 discusses the level of teachers' and parents' exposure to technology.

Table 8. Technology Exposure

Category	Number of Teachers	%	Number of Parents	%
Very Expose	31	67	24	8
Expose	15	33	115	38
Slightly Expose	-	-	161	54
Not Expose	-	-	-	-
Not at all	-	-	-	-
Total	46	100	46	100

Table 8 discusses the level of teachers' exposure to technology. Out of 46 teachers, 67 percent stated that they were very exposed to technology, and 33 percent said they were exposed to technology. This implies that teachers were technology literate and aware of how to navigate technology, especially during synchronous and asynchronous classes.

For parents, from the 300 respondents, 8 percent said that they were very exposed to technology, 38 percent stated that they were exposed, and 54 percent said that they were slightly exposed to technology. This implied that parents had less exposure and were less competent with technology, which affected the level of assistance that they could provide to their children. Technological knowledge, according to Herschbac [103], is not a type of formal knowledge comparable to that connected with recognized academic subjects. It differed from formal knowledge in terms of epistemic qualities. A better comprehension of technological knowledge brought up opportunities in the curriculum that had previously been hidden by a narrower perspective. The task of curriculum development was also given more direction. A minimalist approach, on the other hand, proposed that fewer technologies be utilized, that the training required to teach an online course be applied and simplified, and that the technology used in a DL course be simple [104].

4.2 Remote Teaching-Learning

As the pandemic spreads, remote teaching-learning becomes the new standard in education. With the growth of e-learning, where instruction is done remotely and on digital platforms, education has altered tremendously. It is usually facilitated by technology, such as the utilization of online resources that can aid in learning and facilitate contact between the teacher and students. This type of modality can be done through synchronous, where students watch the teacher deliver their lectures live, or asynchronous, where students will be given activities or watch lecture recordings at a later point in time.

The roles of parents in education have also changed as a result of this abrupt transition in the curriculum. Because students attend lessons at home, parents are encouraged to guide and instruct their children, particularly if they are having difficulty completing schoolwork. This change in the curriculum provides satisfaction and convenience to teachers, parents, and students in some ways; however, Filipinos are still challenged in coping with this change for a variety of reasons, particularly how to continuously and effectively support students' learning to match it with learning experiences before the pandemic strikes the world, since this modality is never been practiced and applied in the educational system of the country.

4.2.1 Objectives

Moving a face-to-face course to a fully online "remote teaching-learning" setting poses several challenges, not the least of which is expressing to students how they should interact with new course materials and/or new ways of communication. The concept of remote teaching-learning, on the other hand, was founded on the idea that live classrooms allow students to connect with their lecturers and peers. The most important goal, it was thought, was for students to be healthy, feel safe, and maintain their relationships with instructors and peers. It also focused on the most significant topic standards that will help students advance to the next grade level, reinforce previously taught abilities, and give opportunities for deeper learning. This helped students gain the exact skills, methods, and topic knowledge they required in each discipline to proceed to the next course or grade level, and it also gave instructors an understanding of what should be prioritized to ensure ongoing growth.

4.2.2 Process

Traditional classrooms and face-to-face instruction were a thing of the past. As the pandemic transforms our way of life, a greater demand for more flexible learning possibilities emerges. To satisfy this rising demand, schools around the Philippines have shifted to remote learning, which allows students to study at their own pace rather than attending lectures.

A style of education in which the teacher and the learner are separated by distance is known as remote teaching-learning. There was no student contact, and students and teachers had very little face-to-face contact. In a distance learning scenario, students obtained their learning materials via email or the internet. Written exams or assignments, performance activities, or portfolios were all forms of learning evaluations, and they sought help from their instructors via virtual classrooms like Google Meet, Zoom, Messenger, and others. To make this teaching platform operate, this learning mode necessitated extensive usage of the internet. This method, also known as correspondence education, was created for non-traditional learners, such as full-time employees, who couldn't physically attend a classroom lecture. Due to the rising need for alternative learning options, distance education now caters to almost every type of student.

4.2.3 Activities

The global COVID-19 pandemic led to a considerable shift from traditional to online distance education, bringing several obstacles to our learning delivery techniques. Teachers were asked to alter their teaching methods as well as their learning methods. It necessitated the implementation of new technologies to support new teaching, assessment, and classroom management approaches. It often required them to teach a new curriculum and learn new information while using unfamiliar technology (computers) or a medium of learning (the Web, radio, television, or print) and being separated from their instructor and possibly their peers. Such complex and lofty goals demand continual and varied types of support, both within the distance learning program and in the schools where teachers will put what they've learned into practice [105].

Many educational institutions had begun to adapt and implement online learning in both synchronous and asynchronous modes of instruction. It enabled students in the same course to interact in both synchronous and asynchronous ways, learning at different times but at the same speed. Synchronous learning differed from in-person learning in that it can be done both in-person and online. The learners gathered in person at the same location after signing up for an eLearning platform that integrated web conferencing or webinar technology to connect with the teacher and peers. This could be as simple as an online chat room where everyone agreed to meet at a specific time and place, or as complex as a tool that included a presentation area, webcam software, and chat boxes. Tools like Skype, Zoom, BlueJeans, or Adobe Connect provide video, audio, and chat; Big Blue Button is an open-source alternative designed for online learning and can be integrated directly.

Asynchronous learning, on the other hand, referred to learning that took place at different times and in different places. Students were able to learn at their own pace and at their own time, regardless of where they were. Students read/viewed educational materials online before engaging in online discussion forums in most asynchronous learning systems. As a result, asynchronous learning refers to the ability to communicate without having to be in the same place at the same time. Asynchronous activities allowed students to participate whenever they chose, regardless of whether other students or the lecturer were in class. Each learner had complete control over when and how they used the online materials, and all necessary tools and information were always available. To provide structure and support, learners were required to stick to deadlines and

schedules; some instructors allowed for maximum flexibility with flexible deadlines, while others required learners to participate and adhere to timelines more strictly.

Because of its ease of use, accessibility, and convenience, the concept of placing education in an online format has been a huge aid to students in continuing their studies. The types of online and distance-learning methodologies and tools used by these programs to give instruction were influenced, at least in part, by the technical equipment that students were being trained to master. These qualities include the availability and accessibility of the equipment, as well as the cost and/or hazard of the equipment [106]. However, improvements to the educational system were required to ensure that everything was aligned and working properly to continue to promote quality learning to all kids who participated in this program. In addition, by using these online teaching approaches, students were able to gain a much richer learning experience. This shift may appear to be a silver lining in these tough times, but goals can be realized with the cooperation of parents and teachers in giving appropriate assistance to their pupils.

4.3 Roles of Parents in the Context of Remote Teaching-Learning

Nations have grown and developed as a result of technological improvement. Technologies are sweeping the market, and people are quickly becoming accustomed to them. Following the global outbreak of the COVID-19 pandemic, the global economy has been shut down, forcing establishments from various sectors and industries, including schools, to close. However, educational institutions have invested in technological platforms to deliver online learning programs to ensure the continuity of learning. This new modality of learning maximizes the engagement of students, teachers, and parents in the learning process as facilitators and learning coaches. For parents, it is important to identify their roles in the new normal as individuals who support their children in the learning process to achieve learning and development. Table 9 presents the different identified roles of the parents in remote teaching-learning.

Table 9. Roles of Parents in the Context of Remote Teaching-Learning

Questions	Average Mean	Description
1. I believe it's my responsibility to volunteer at school.	3.72	A
2. I believe it's my responsibility to communicate with my child's teacher regularly.	2.22	D
3. I believe it's my responsibility to help my child with homework.	4.10	A
4 I believe it's my responsibility to make sure that the school has what it needs.	2.22	D
5. I believe it's my responsibility to support decisions by the teacher.	3.04	SLA
6. I believe it's my responsibility to stay on top of things at school.	2.87	D
7. I believe it's my responsibility to explain tough assignments to my child.	3.66	A
8. I believe it's my responsibility to talk with other parents from my child's school.	2.82	D
9. I believe it's my responsibility to make the school better.	3.95	A
10. I believe it's my responsibility to talk with my child about the school day.	3.49	A

Legend: *4.20 – 5.00 - Strongly Agree; 3.40 – 4.19 – Agree; 2.60 – 3.39 - Slightly Agree; 1.80 – 2.59 – Disagree; 1.00 – 1.79 - Strongly Disagree*

Table 9 presents the different roles of the parents in remote teaching-learning. Using the mean computed from each question on the roles of the parents, it was identified that parents' primary role as a learning coach was to help the child with their assignments, with an average of 4.10; parents had the responsibility to help the child with homework. On the other hand, communicating with the child's teacher and making sure that the school has what it needs, with an average mean of 2.22, were identified as the least responsibility of the parent.

This implied that parents' participation in the learning process was highly needed for the learning development of a child. The responsibility to support and provide assistance to their child every time they encountered difficulty in completing the assignments on some items provided by the teacher was a great help for the child to learn effectively. As cited from the study conducted by White [107], parental participation varied and was influenced by a variety of factors, implying that parental motivation was critical to the child's continued learning and growth. Furthermore, it was discovered that parents ensured that their children followed the courses and were motivated, and students were willing to engage in the classes during the distance education process. It was discovered that student motivation was harmed as a result of connectivity issues and being quarantined at home during the pandemic.

Parents said they were more mindful of their children's education and understood the importance of the teacher and the school. Although technical issues were discovered during the process, support was provided for the issues that were encountered. Although parents believed that face-to-face education cannot be substituted by remote education, they believe that distant education was beneficial during the pandemic to prevent their

children from being alienated from school [108]. Assisted distant learning enhances awareness of learning abilities, brain-based learning, boundaries, stress reduction, and good time management by guiding a distance student to adopt a learning family plan [109]

4.4 Teachers and Parents' Perspectives in the Context of Remote Teaching-Learning

When COVID-19 hits the world, it caused abrupt and significant modifications to the course curriculum. It impacts and complicates the learning and academic experiences of students. When online classes commence, it becomes an integral part of the daily lives of students, teachers, and parents. It creates various perspectives toward remote teaching-learning in the absence of traditional classroom teaching and one-to-one interaction. The Tables discuss the different perspectives of teachers and parents on how they see this abrupt shift in curriculum based on their first-hand experiences.

4.4.1 Effectiveness

People's learning styles have shifted as a result of technological advancements. The fundamental concern is not whether a person should receive classroom instruction or provide online programs; what matters is how it is delivered. Online learning is similar to classroom learning in that it assists students in getting a degree, along with certificates and diplomas. The only distinction is how each method of learning is acquired. In this regard, this study would like to unlock the perspectives of the teachers and parents on the effectiveness of remote teaching-learning, as shown in Table 10.

Table 10. Teachers and Parents Perspectives in the Context of Remote Teaching-Learning in terms of Effectiveness

Perspectives	Teachers	Description	Parents	Description
1. Distance learning is effective as face-to-face communication.	2.20	SA	1.95	D
2. Distance learning is more of an individual learning approach.	4.02	A	4.01	A
3. Distance learning platforms are friendly to use as social media (Facebook, Instagram).	2.65	SA	2.76	SA
4. Distance learning is appropriate for people that have a job.	2.57	SA	2.73	SA
Overall Interpretation	2.86	SA	2.87	SA

Legend: *4.20 – 5.00 - Strongly Agree; 3.40 – 4.19 – Agree; 2.60 – 3.39 - Slightly Agree; 1.80 – 2.59 – Disagree; 1.00– 1.79 - Strongly Disagree*

Table 10 shows the perspectives of the teachers and the effectiveness of remote teaching-learning. Both teachers and parents showed the same perspective that distance learning is more of an individual learning approach, which was agreed and slightly agreed upon if distance learning platforms are easy to use like social media (Facebook, Instagram), and if distance learning is appropriate for people who have a job, based on the computed average. On the other hand, teachers slightly agreed that distance learning is effective as face-to-face communication, while parents disagreed with this concept. Moreover, based on the computed overall average, both teachers and parents slightly agreed that remote teaching-learning was effective compared to the previous classroom setup. This implied that teachers and parents perceived remote teaching-learning as less effective as face-to-face classes, where the performance of the students was closely monitored. It was found that distant and online education was at least as successful as traditional education, if not better [110]. Collaboration was enhanced, and the teacher could simply use it to see if students had mastered the abilities that were intended to be acquired by the end of the class discussion.

4.4.2 Interactive

The need for learning increases as the economy grows and as a pandemic sweeps the globe. With the rising demand for education, online learning appears to offer students, teachers, and parents opportunities to improve their performance. Traditional learning requires both parties to be present simultaneously and in the same place, whereas remote teaching-learning gives both parties more time and space. The question of how engaging remote teaching-learning can remain unanswered. To address this unanswered question, Table 11 presents the perspectives of teachers and parents on how interactive remote teaching-learning.

Table 11. Teachers and Parents' Perspectives in the Context of Remote Teaching-Learning in terms of Interaction

Perspectives	Teachers	Description	Parents	Description
1. Distance learning platforms do not favor immediate feedback from students.	2.46	SA	2.27	D
2. Distance learning platforms are not helpful for students during web seminars.	3.41	A	3.36	A
3. Distance learning platforms allow for interaction between professors and students.	3.57	A	3.47	A
4. Distance learning platforms push students towards rational thinking.	3.41	A	3.38	SA
Overall Interpretation	3.21	SA	3.12	SA

Legend: *4.20 – 5.00 - Strongly Agree; 3.40 – 4.19 – Agree; 2.60 – 3.39 - Slightly Agree; 1.80 – 2.59 – Disagree; 1.00– 1.79 - Strongly Disagree*

Table 11 presents teachers' and parents' perspectives on how interactive remote teaching-learning. Teachers and parents agreed that "distance learning platforms are not helpful for students during web-seminars" and "distance learning platforms allow for interaction between professors and students". On the other hand, teachers slightly agreed that "distance learning platforms do not favor immediate feedback from students," while parents disagreed, and teachers agreed that "distance learning platforms push students towards rational thinking," while parents slightly agreed. Moreover, based on the computed overall average, it showed that both respondents slightly agreed that this new learning modality was as interactive as a face-to-face classroom setup.

This implied comparing to a face-to-face classroom setup, remote teaching-learning was less interactive. Face-to-face training entailed students and teachers engaging in real-time during class discussion, while online students, on the other hand, work at their own pace through lectures and other training materials. They posted queries in online discussion forums and waited for a response from an instructor or another student. Some believed that the delay in engagement slowed learning but ensured that no one was left behind (ocuseduvation.com/how-does-online-instruction-measure-up-to-face-to-face/). In addition, many teachers were able to adapt their teaching methods in a short amount of time with the correct assistance and training. Countries that did not invest in educational technologies and professional growth, as well as organizations capable of leading throughout the crisis, are at a disadvantage. It also indicated that Digital Distance Learning was not a panacea: significant obstacles arose in terms of inclusion, pedagogy, connectivity, engagement, and quality [111]. Furthermore, there was a need to develop the theoretical infrastructure to continue paying attention to interaction and attempting to integrate new technologies into learning settings while examining their results [112].

4.4.3 Feasibility

Technology has become so widespread in remote teaching and learning and has been integrated into the curriculum. We used to learn about technological communication through books in school, but today we are only taught about it. Although online learning can supplement classroom sessions, it is unclear how viable this new method is because it has yet to be adopted by most educational institutions. In this regard, this study would like to know the teachers' and parents' perspectives on how feasible remote teaching-learning is, as shown in Table 12.

Table 12. Teachers and Parents' Perspectives in the Context of Remote Teaching-Learning in terms of Feasibility

Perspectives	Teachers	Description	Parents	Description
1. Distance learning platforms require high-speed Internet.	4.70	ST-A	4.67	ST-A
2. Distance learning platforms operate with limited supportive infrastructure.	2.50	D	2.50	D
3. Distance learning platforms do provide enough support for labs, seminars, and exam sessions	2.72	SA	2.95	SA
4. Distance learning platforms provide full support to forums, quizzes, messages.	3.59	A	3.56	A
Overall Interpretation	3.21	SA	3.42	A

Legend: *4.20 – 5.00 - Strongly Agree; 3.40 – 4.19 – Agree; 2.60 – 3.39 - Slightly Agree; 1.80 – 2.59 – Disagree, 2.00– 1.79 - Strongly Disagree*

Table 12 discussed how teachers and parents perceived the feasibility of remote teaching-learning for students. Based on the data gathered, both teachers and parents strongly agreed that "distance learning platforms require high-speed Internet" and agreed that distance learning platforms provide full support to forums, quizzes, and messages. Also, they both slightly agreed that distance learning platforms do provide enough support for labs, seminars, and exam sessions, and disagreed that distance learning platforms operate with limited supportive infrastructure.

On the other hand, the computed average mean for the respondents varied in how they perceived remote teaching-learning in terms of its feasibility. It showed that teachers slightly agreed, while parents agreed that remote teaching-learning was feasible compared to face-to-face classes. This implied that parents believed that remote teaching-learning was feasible for students based on the computed average of 3.42 compared to the teachers' average, which was 3.21. According to Abdallah [113], e-learning can increase the quality of students' learning according to parents' perceptions by providing them with a wide variety of access to learning materials. In terms of course materials, instructor availability, accessibility, and time-related difficulties, the students were not hindered or restricted in any way.

4.4.5 Learning Approach

The Learning Approach unifies the domains in learning that include emotional, behavioral, and cognitive self-regulation to guide teaching techniques that promote their growth. Students gain knowledge, learn new abilities, and establish and attain objectives when their skills in this domain are supported. They learn how to handle learning experiences that are difficult, frustrating, or take a long time to complete. Students' engagement in learning impacts their growth in all areas of learning and leads to academic success. This new modality of learning gives a challenge to teachers and parents on how to assist the students where technology is incorporated in the learning process. Table 13 shows the teachers' and parents' perspectives toward remote teaching-learning as a learning approach.

Table 13. Teachers and Parents' Perspectives in the Context of Remote Teaching-Learning in terms of Learning Approach

Perspectives	Teachers	Description	Parents	Description
1. Distance learning platforms require the ability to upload and download files on and offline.	4.11	A	4.15	A
2. Distance learning platforms should provide interaction as in the classroom.	1.87	D	1.79	SD
3. An online tutor is necessary (besides the lecturer).	3.17	SA	3.06	SA
4. A better distance learning approach requires more infrastructure and human resources.	3.67	A	3.97	A
Overall Interpretation	3.16	SA	3.24	SA

Legend: *4.20 – 5.00 - Strongly Agree; 3.40 – 4.19 – Agree; 2.60 – 3.39 - Slightly Agree; 1.80 – 2.59 – Disagree; 1.00 – 1.79 - Strongly Disagree*

Table 13 shows teachers' and parents' perspectives towards remote teaching-learning as a learning approach. Based on the computed average, both teachers and parents slightly agree on the idea of remote teaching-learning as a learning approach. To discuss further, teachers and parents agreed that "distance learning platforms require the ability to upload and download files on and offline, and a better distance learning approach requires more infrastructure and human resources. Also, they both slightly agreed that "an online tutor is necessary (besides the lecturer)" while they varied their perception on whether distance learning platforms should provide interaction as in the classroom, where teachers disagreed, and parents strongly disagreed.

Based on the computed data, this implied that both of the respondents were certain about the success of remote teaching-learning as a learning approach. However, the preparedness of technology under the national humanist curriculum, as well as support and collaboration from all stakeholders, including the government, schools, teachers, parents, and the community, impacted the effectiveness of online learning. It was discovered that digital citizenship actions and e-learning attitudes have a good link. Furthermore, it was discovered that students' pandemic-related negative anxiety was reflected in their e-learning activities. Overall, the digital citizenship behavior in the digital learning process appeared to be a favorable response to the COVID-19 closure period [114].

Indeed, remote teaching-learning systems have significantly altered how teachers and parents fulfill their professional duties to maintain educational progress during unpredictable periods of disruption. Teachers need to develop new teaching methods while they implement digital resources to keep their students engaged in learning at home. Parents now need to take more active responsibilities for their children while they study at home. The evolving situation presents organizations with both benefits and obstacles, which include problems

about how people use technology to communicate and share work responsibilities. Table 14 shows the summary results of teachers' and parents' perspectives to establish existing gaps that need to be addressed through enhanced cooperative work and the development of appropriate solutions for successful inclusive education.

Table 14. Teachers and Parents Perspectives in the Context of Remote Teaching-Learning

Perspectives	Teachers	Description	Parents	Description
Effectiveness	2.86	SA	2.87	SA
Interactive	3.21	SA	3.12	SA
Feasibility	3.21	SA	3.42	A
Learning Approach	3.16	SA	3.24	SA

Table 14 presents the comprehensive data from the teachers' and parents' perspectives on the context of remote teaching-learning. Teachers slightly agreed that remote teaching-learning was practical, interactive, feasible, and a good learning approach to help students in their learning process due to different challenges encountered during the implementation of this new learning modality. As described by Maphosa [115], the study found constraints such as a lack of infrastructure, the cost of data, a lack of connectivity, access to computing equipment, and the institution's culture. These findings may persuade officials to use digital media in the classroom, which will benefit students provide students with 21st-century skills.

As for parents, they slightly agreed that remote teaching-learning was practical, interactive, and a good learning approach. In contrast, they agreed that this new mode of teaching is feasible because it gives more convenience to students in learning, for the reasons of giving full learning support, like forums, quizzes, seminars, exam sessions, and full access to different sources of information to enhance their learning through the help of the internet. In most cases, it was the parents of the students who attempted to support their children in this regard. It was, however, primarily motivated by the necessity to use digital technologies, which means that children whose parents do not use digital technologies are more likely to slip into a risk category with more significant educational gaps [116]. Based on the results, this implied that respondents were uncertain about the effect of this new modality on students' learning. However, the success of online learning was determined by the readiness of technology in line with the national humanist curriculum, support, and collaboration from all stakeholders, including government, schools, teachers, parents, and the community.

4.5 Challenges Identified Related to Remote Teaching-Learning as Perceived by the Teachers and Parents

The pandemic of COVID-19 has altered the way people learn in school. Face-to-face teaching and learning sessions have been transformed into virtual meetings through a variety of online learning technologies to keep the students, teachers, staff, and, most importantly, the parents. This crisis brings many challenges to the world. Many parents, instructors, and students are adjusting to a new "normal" and the problems that online learning presents. When faced with a circumstance like this, parents and teachers should keep in frequent contact with the child who is studying at home, which is bound to produce anxiety. Online learning is a novel concept for many parents, and it may be scary because many families are experiencing financial strain, job insecurity, or the difficulties of working from home, but the fact is, parents want their children to continue and do well in their studies. Table 15 discusses the different challenges that parents encountered during these mitigating circumstances.

Table 15. Challenges Identified Related to Remote Teaching-Learning as Perceived by the Teachers and Parents

Challenges	Teachers Percentage (%)	Parents Percentage (%)
Financial Assistance	4.36	5.60
Lack of Support	3.13	3.29
Unfavorable Home Environment	3.80	4.01
Technical Material Difficulty	4.0	4.15
Lack of Experience	3.93	3.98

Table 15 discusses the different challenges of teachers and parents during the start of online classes. Using the calculated average mean, it was identified that both respondents were challenged primarily on financial assistance based on the weighted average mean. On the other hand, lack of support was identified as the least challenging for both respondents during remote teaching-learning. This implied that online learning gave additional expenses to teachers and parents, such as buying the necessary tools for online learning. According to

Bitterli [117], students were employing technology that was present in the house. Some children have their own devices, while others have a device that they share with their family. Only 15% of parents said their children used a device that was specifically purchased for homeschooling. In the meantime, only about 33% of parents reported that their child received a free device from their school.

4.6 Relationship Between Respondents' Demographic Profile and Their Perspectives on Remote Teaching-Learning

Remote teaching-learning is becoming the new norm in the education field as the pandemic spreads. The COVID-19 outbreak necessitated drastic revisions to course syllabi, as expected by students, teachers, and parents. When the school year began, it wreaked havoc on the lives of many. In numerous ways, these have complicated and influenced students' learning and academic experiences.

As technology advances, remote teaching-learning is becoming the new mode of learning for students as the pandemic rages. Some believe that this provides numerous benefits; it allows students to study and teachers to work at their own pace, parents set their timetables to help their child in school works, and to mix different activities at the same time. On the other hand, some are viewed differently since the Philippines' educational system has never been put into an online system. Despite all uncertainties toward this new modality of learning, schools continue their operation by putting their course syllabi online, and parents take the risks of supporting their children to continue in their studies. In this facet, this study would like to know if there is a significant relationship between teachers and parents in their perspectives on remote teaching-learning.

Table 16. Relationship Between Teachers' Demographic Profile and Their Perspectives on Remote Teaching-Learning

		Effectiveness	Interactive	Feasibility	Learning Approaches
Age	Pearson Correlation	-.063	.126	.127	-.185
	Sig. (2-tailed)	.677	.406	.399	.217
	N	46	46	46	46
Gender	Pearson Correlation	.039	-.080	-.090	-.207
	Sig. (2-tailed)	.798	.595	.550	.168
	N	46	46	46	46
Educational Attainment	Pearson Correlation	.017	.178	.167	-.177
	Sig. (2-tailed)	.910	.237	.267	.240
	N	46	46	46	46
Number of Training	Pearson Correlation	.039	.235	.175	.072
	Sig. (2-tailed)	.795	.115	.244	.634
	N	46	46	46	46
Technology Exposure	Pearson Correlation	.144	.025	.141	.051
	Sig. (2-tailed)	.340	.869	.350	.737
	N	46	46	46	46

***Correlation is significant at the 0.01 level (2-tailed)*

Table 16 discusses the relationship between the demographic profile and the perspectives of the teachers toward remote teaching-learning. Results showed the following:

1. Age versus Perspectives

Age showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were weak across all variables: slight negative trends for perceived effectiveness ($r = -0.063$, $p = 0.677$) and learning approaches ($r = -0.187$, $p = 0.217$), alongside slight positive trends for interactivity ($r = 0.126$, $p = 0.406$) and feasibility ($r = 0.127$, $p = 0.399$). This finding implies that practical experiences, preparedness, active engagement, and access to support outweigh age in shaping teachers' perspectives. Continuous and inclusive professional development should be available to all teachers and should adopt a needs- and competency-based approach, tailoring support to teachers' actual digital competence, pedagogical preparedness, workload, and instructional needs.

2. Gender versus Perspectives

Gender showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were weak across all variables: a negligible positive trend for perceived effectiveness (*r = 0.039, p = 0.798*), alongside slight negative trends for interactivity (*r = -0.080, p = 0.595*), feasibility (*r = -0.090, p = 0.550*), and learning approaches (*r = -0.207, p = 0.168*). Therefore, teachers, regardless of gender, may encounter similar instructional responsibilities, technological demands, and challenges in implementing remote teaching-learning. Gender equity should remain a principle of implementation, but gender should not be treated as a primary basis for predicting teachers' readiness or perceptions.

3. Highest Educational Attainment versus Perspectives

Educational attainment showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were weak across all variables: slight positive trends for perceived effectiveness (*r = 0.017, p = 0.910*), interactivity (*r = 0.178, p = 0.237*), and feasibility (*r = 0.167, p = 0.267*), alongside a slight negative trend for learning approaches (*r = -0.177, p = 0.240*). In this regard, teachers may possess advanced academic qualifications but still require support in digital pedagogy, online assessment, learner engagement, or technology integration. This promotes more targeted and efficient use of professional-development resources.

4. Number of Relevant Training and Seminars versus Perspectives

The number of training sessions showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were weak across all variables, despite consistent positive trends for perceived effectiveness (*r = 0.039, p = 0.795*), interactivity (*r = 0.235, p = 0.115*), feasibility (*r = 0.175, p = 0.244*), and learning approaches (*r = 0.072, p = 0.634*). Consequently, while training frequency hints at slightly higher interactivity, it does not meaningfully influence how teachers evaluate remote education. This should prioritize sustained, practice-oriented professional development rather than merely increasing the number of seminars attended.

5. Technology Exposure versus Perspectives

Technology exposure showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were weak across all variables, despite consistent positive trends for perceived effectiveness (*r = 0.144, p = 0.340*), interactivity (*r = 0.025, p = 0.869*), feasibility (*r = 0.141, p = 0.350*), and learning approaches (*r = 0.051, p = 737*). Hence, greater technology exposure does not meaningfully influence how teachers evaluate remote education. For meaningful integration, infrastructure must be combined with digital-pedagogical training, technical support, appropriate learning resources, reliable connectivity, and mechanisms for monitoring how technology is used instructionally.

Table 17. Relationship Between Parents' Demographic Profile and Their Perspectives on Remote Teaching-Learning

		Effectiveness	Interactive	Feasibility	Learning Approaches
Age	Pearson Correlation	.058	-.026	-.075	-.103
	Sig. (2-tailed)	.316	.648	.195	.075
	N	299	299	299	299
Gender	Pearson Correlation	-.008	.019	-.011	.086
	Sig. (2-tailed)	.885	.737	.851	.138
	N	300	300	300	300
Educational Attainment	Pearson Correlation	-.040	.061	.041	.016
	Sig. (2-tailed)	.489	.290	.481	.784
	N	300	300	300	300
Number of Training	Pearson Correlation	.056	.073	.102	.058
	Sig. (2-tailed)	.331	.206	.079	.314
	N	300	300	300	300
Technology Exposure	Pearson Correlation	.032	-.025	.018	.015
	Sig. (2-tailed)	.583	.665	.760	.797
	N	300	300	300	300

***Correlation is significant at the 0.01 level (2-tailed)*

***Correlation is significant at the 0.05 level (2-tailed)*

Table 17 discussed if the relationship between the demographic profile and the perspectives of the parents toward remote teaching-learning. Results showed the following:

1. Age versus Perspectives

Age showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were weak across all variables: a negligible positive trend for perceived effectiveness ($r = 0.058, p = 0.316$), alongside slight negative trends for interactivity ($r = -0.026, p = 0.648$), feasibility ($r = -0.075, p = 0.195$), and learning approaches ($r = -0.103, p = 0.075$). Thus, age does not meaningfully influence how parents evaluate remote education. Their actual involvement in their children's learning, confidence in assisting with learning tasks, communication with teachers, availability of resources, and experiences with remote learning. Schools provide flexible orientation sessions, parent guides, and technical assistance that are accessible to parents of different ages.

2. Gender versus Perspectives

Gender showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were negligible across all variables: slight negative trends for perceived effectiveness ($r = -0.008, p = 0.885$) and feasibility ($r = -0.011, p = 0.851$), alongside slight positive trends for interactivity ($r = 0.019, p = 0.737$) and learning approaches ($r = 0.086, p = 0.138$). Therefore, gender does not meaningfully influence how parents evaluate remote education. Parent engagement policies should therefore emphasize flexible participation, equitable access to information and resources, and shared responsibility between home and school.

3. Highest Educational Attainment versus Perspectives

Educational attainment showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were weak across all variables: a slight negative trend for perceived effectiveness ($r = -0.040, p = 0.489$), alongside slight positive trends for interactivity ($r = 0.061, p = 0.290$), feasibility ($r = 0.041, p = 0.481$), and learning approaches ($r = 0.016, p = 0.784$). In this regard, educational attainment does not meaningfully influence how respondents evaluate remote education. Schools should provide accessible and differentiated parent support, including simple learning guides, demonstrations, orientations, communication channels, and technical assistance. This promotes a more inclusive home-learning environment and prevents parents with lower formal educational attainment from being unintentionally excluded from meaningful participation.

4. Number of Relevant Training and Seminars versus Perspectives

The number of training sessions showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were weak across all variables, despite consistent positive trends for perceived effectiveness ($r = 0.056, p = 0.331$), interactivity ($r = 0.073, p = 0.206$), feasibility ($r = 0.102, p = 0.079$), and learning approaches ($r = 0.058, p = 0.314$). Consequently, while training frequency hints at slightly higher feasibility, it does not meaningfully influence how parents evaluate remote education. This may indicate that what matters is not simply how many orientations parents attend but whether the training addresses their actual needs and provides practical skills they can apply when supporting their children. Also, follow-up mechanisms should be established to determine whether parents can actually apply what they learned.

5. Technology Exposure versus Perspectives

Technology exposure showed no statistically significant relationship with any dimension of remote teaching-learning perspectives. Correlations were negligible across all variables: slight positive trends for perceived effectiveness ($r = 0.032, p = 0.583$), feasibility ($r = 0.018, p = 0.760$), and learning approaches ($r = 0.015, p = 0.797$), alongside a slight negative trend for interactivity ($r = -0.025, p = 0.665$). Hence, technology exposure alone does not meaningfully influence how parents evaluate remote education. What may be more important is parents' digital confidence, the usability of learning platforms, availability of technical assistance, quality of internet connectivity, and their ability to translate technology use into meaningful support for children's learning. Technology-related policies should therefore move beyond simply providing parents with access to devices or digital platforms.

Based on the computed results shown in Table 16 and Table 17, it was identified that there was no significant relationship between the demographic profile of the teachers and parents and their perspectives on remote teaching-learning, which suggests that teachers' and parents' views were shaped by shared experiences rather than demographic traits. Regardless of background, stakeholders faced similar instructional demands, communication needs, and resource challenges. Consequently, active engagement, such as facilitating learning, accessing resources, and receiving institutional support, plays a far greater role in shaping perceptions. Improvement efforts should therefore shift focus from demographic-based strategies to supporting practical

roles, active participation, and stakeholder interactions within the remote learning environment. According to Krage [118], a child's academic and social future, volunteerism, and home-school communication were all influenced by parents' capacity to support learning, school atmosphere, and the importance of education. Administratively, a parent engagement committee will be formed to develop a comprehensive parent involvement policy that will guarantee that parental engagement activities are tailored to the needs and interests of families. The majority of parents provided good comments on overall aspects of distance learning, and the findings demonstrate the existence of variances in views in the questioned categories [119].

E-learning was directly affected by Transactional Distance. It describes and quantifies the teacher-student learning relationship in an e-learning situation where there was a significant physical or temporal gap between them. If the teachers were able to structure the course with the engagement of the parents, who will facilitate the students in their respective houses, thereby maximizing learning outcomes and minimizing transactional distances. Schools must provide the resources to effectively teach online and to support the students socially and emotionally [120] because each school day was salient in guiding the learning process [121].

Furthermore, teacher engagement with broader types of data in a university graduate program with an explicit focus on equity has the potential to reskill and empower teachers to address school-based opportunity gaps; however, support beyond the university is required to maintain initial commitment and facilitate action [122]. These endeavors may contribute to positive social change when administrators provide strategies and shared leadership among school personnel and parents to increase parent engagement in student learning.

4.6 Emergence of Themes from Teachers' and Parents' Perspectives in the Context of Remote Teaching-Learning

Being physically present in a classroom is no longer the only way to learn, with the advent of the internet and new technology. Nowadays, if someone has access to a computer and the internet, they can get a good education anytime and wherever they choose. It is now in the midst of a new age in education where technology has been incorporated.

Many studies have been conducted to know and understand the importance of remote teaching-learning and have discovered both positive and negative experiences that this mode of learning provides to the students. Yang and Cornelius [123] stressed that students' good experiences included flexibility, cost-effectiveness, electronic research availability, simplicity of connection to the Internet, and a well-designed class interface. Delayed response from instructors, unavailable technical support from instructors, a lack of self-regulation and self-motivation, a sense of isolation, boring instructional methods, and poorly planned course content were all factors that contributed to the students' unfavorable experiences.

In connection to perspectives, this study would draw out themes from teachers' and parents' perspectives on remote teaching-learning, together with the challenges, knowing that this modality of learning is not usually practiced in school. Table 18 below presents different themes that emerged from the responses of the respondents of this study.

Table 18. Emergence of Themes from Teachers' and Parents Perspectives in the Context of Remote Teaching-Learning

Themes	Implications	Respondents Bervatim
1. Teachers and parents concur that remote teaching-learning was never the same as face-to-face classes in terms of effectiveness, level of interaction, feasibility, and a learning approach.	Teachers and parents preferred the traditional way of teaching. Ewing and Cooper [124] stressed out that teachers' main aim was to engage pupils, although students felt less connected with teachers. The level of involvement between students and their peers varied greatly. Many pupils struggled with a lack of social engagement. Parents remained pragmatic, but instructors remained generally unengaged. Students generally felt that online learning was less personalized. While the pandemic has accelerated the deployment of emergency technology in schools, this is not the same as the deliberate integration of technology over time.	*For me, dili gyud siya parehas sa face-to-face. Sa classroom, makita nimo dayon if nakasabot ba ang bata or dili. Pero sa remote learning, usahay magtudlo ka, then wala kay idea kung nakasunod ba gyud sila. – T1* *Face-to-face is more effective because there is direct interaction. Kung naa sila sa classroom, maka-ask man sila immediately. Sa online or modular learning, sometimes they just submit the activity without really understanding the lesson. – T2* *Dili practical for all learners ang remote teaching. Some students have gadgets, but others share one cellphone with their siblings. Naa pud uban nga walay stable internet. So, even if maayo ang lesson, dili gihapon equal ang opportunity to learn.- T4* *Remote teaching can work, but it cannot fully replace face-to-face instruction. Teacher-student relationship is different when you are physically together. Mas dali nimo ma-establish ang connection with learners when you see them personally. – T6*

		Dili parehas ang learning experience. During face-to-face, naa ang teacher nga pwede niya pangutan-on. Sa module or online, ako pa ang motabang niya, pero usahay dili pud ko kabalo unsaon pag-explain sa lesson.- P2 *Mas interactive gyud ang face-to-face. Sa school, makigstorya siya sa teacher and classmates. Sa balay, mostly ako ra iyang kauban. So, I noticed nga less motivated siya to study. P4* *Remote learning is convenient in some ways, especially kung dili pwede mogawas. Pero in terms of interaction and understanding, mas maayo gyud ang face-to-face. Mas dali makasabot ang bata kung naa siya physically sa classroom. – P5* *Lisod para sa parents kay dili man mi trained teachers. Naa times nga ako ang magtudlo, pero lahi man ang approach sa teacher. So, dili gyud parehas ang learning sa classroom. – P7*
2. Parents believed that their primary role in remote teaching-learning was to assist in the learning process of their children particularly on doing schoolwork like homework.	Parents certainly answered inquiries and discussed difficulties with their children, but the child must determine what to write or report to the school, and the child must perform the necessary studying and thinking to accomplish learning objectives. Learning to be responsible for our learning was a crucial ability for everyone to develop, and parents should assist their children in doing so by requiring them to do the job rather than teaching them directly [125].	*"Akong role during remote learning was mainly to assist my child sa iyang schoolwork. If naa siyay assignment or homework, ako siyang tabangan unsaon pag-answer, especially kung dili siya kasabot. – P1* *Ako gyud ang mag-monitor sa iyang modules. I would check kung naa ba siyay activities, then I remind him, 'Anak, naa kay assignment, buhata na.' So, more on guidance and supervision akong role.- P3* *Kung naa siyay homework nga lisod, I try to explain it in a simple way. Pero kung dili gyud nako ma-explain, mangutana mi sa teacher. My role was really to support, not to replace the teacher.- P4* *Mostly, I was there to remind and encourage my child. Sometimes kapoy na siya or dili ganahan mag-study, so ako siyang ingnan nga kinahanglan mahuman ang modules and homework. - P6* *Usahay, ako gyud ang magtudlo kung naa siyay part sa lesson nga wala niya nasabtan. Pero dili nako kaya tanan, so I considered myself more as a learning support for my child. – P7*
3. Teachers and parents identified that they were challenged financially during remote teaching-learning due to teaching resources that needed to buy to support their children in their learning.	This new mode of teaching gave additional expenses. According to Bitterli [117], students were utilizing a device that was already in their possession. Some youngsters have their devices, while others share a device with their family. Only 15% of parents reported their children used a device that had been purchased particularly for homeschooling. Meanwhile, only approximately 33% of parents said that their child receives a free device from their school.	*Dako gyud ang additional expense during remote learning. Aside from my regular teaching needs, I had to buy printing materials, bond paper, ink, and other resources para lang makahatag ko og activities sa akong students.- T1* *Teaching from home was not really free. We had to spend for internet connection, load, printing, and sometimes even instructional materials. So, financially, challenging gyud siya. - T2* *As teachers, we had to provide materials that students could easily access at home. Sometimes, ako na mismo ang mopalit sa materials because I wanted to make sure nga naa silay magamit for the lesson. - T3* *Aside from the internet, gasto pud sa printing. Some*

	of my students could not print their modules, so I tried to help provide printed copies. Dili man nako sila gusto pasagdan tungod lang kay wala silay resources. – T5 *Remote learning shifted some of the educational expenses to the teachers. We were expected to continue teaching, but we also had to provide our own technology and materials. Medyo bug-at gyud financially. – T6* *Gasto gyud kaayo ang remote learning. We needed internet, cellphone, printing materials, and school supplies. Dili ra tuition ang among problema kay daghan pa kaayog additional expenses. – P1* *Lisod financially because both parents have other expenses, then suddenly kinahanglan pa og internet and gadgets for learning. Dili tanan pamilya prepared ana nga situation. – P4* *Naa times nga walay internet, so kinahanglan pa mi mangita og load. If naa pud activity nga kinahanglan og materials, kinahanglan gyud mi mopalit. Bisan gamay-gamay, kung pirmi, dako na gyud ang total gasto. – P6* *We wanted to support our children, pero financially challenging gyud. Sometimes, we had to prioritize which materials to buy because we could not afford everything that was required.- P7*

The emergence of themes from the responses of teachers and parents implied that remote teaching-learning had to be strengthened to help students achieve quality and lifelong learning. These themes emphasized the importance of maximizing teacher and parent engagement through a collaborative approach, where both parties underwent different enhancement programs to broaden their knowledge and strengthen their technology skills. Liu [126] noted that the phenomena of student engagement in distance education were interwoven with a variety of elements and themes. All administrators, instructors, and staff in a distance education program must collaborate on an institutional level to establish an engaging learning community and stimulate student interactions.

In addition, a study conducted by Russo et.al. [127] identified themes on the struggle in a remote learning setting as potentially problematic: absence of a teacher-facilitated, synchronous learning environment; parents' negative attitudes towards struggle when learning; lack of social connection and peer-to-peer collaboration; and difficulties accessing learning materials.

Despite the identified barriers that may limit teachers and parents in participating in the learning process, it could influence policymakers in helping these individuals to learn the necessary competencies through organizing different training programs and activities to support remote teaching-learning. A study conducted by Adu-Gyamfi et al. [128] proposed that all parties consider shared standards and quality indicators (support services) while creating, administering, and assessing distance education programs. Moreover, the teachers believed that feelings of worthiness and their sense of belonging to the school, and improvement in Teacher-Parent Communication (TPC) had certain strengths, such as enhancement of students' motivation and in-class performance, and facilitation of the learning process. As for the TPC-driven strengths from teachers' perspective, they stated that it facilitates recognition of students from different angles, makes positive contributions to the learning process, improves teacher status and prestige, and reduces teachers' workload through collaboration with parents. Thus, schools and policymakers should strengthen institutional support systems, provide accessible and affordable learning resources, clarify parents' supportive roles, and develop more inclusive and sustainable remote-learning strategies to ensure that educational continuity does not compromise the quality and equity of learning.

This study is limited by its reliance on self-reported data from teachers and parents, which may introduce recall bias, social desirability, or varied interpretations of survey items. Additionally, the correlational framework examined specific demographic and exposure variables, omitting key contextual factors such as communication quality, parental involvement, teacher digital competence, resource access, institutional support, and learner circumstances. Conducted within a single educational setting, the sample restricts generalizability to

other populations. Finally, the non-significant findings mean these variables lacked statistical association within this specific context, not that they have no influence overall. Future research should use longitudinal, mixed-methods, or predictive designs to better analyze how contextual and engagement-related factors impact remote learning outcomes.

5. CONCLUSION

Analysis revealed that teachers' and parents' demographic profiles had no significant relationship with their perspectives on remote teaching-learning, indicating that their views were shaped primarily by active engagement and shared experiences rather than demographic traits. The findings reinforce Moore's Theory of Transactional Distance by demonstrating that effective remote instruction relies on strong school-home collaboration, structure, and ongoing dialogue to bridge transactional gaps and support student well-being. Although both groups recognized their vital roles, qualitative data highlighted significant barriers, including limited technology, financial constraints, and inadequate resource preparation, that hindered learning effectiveness compared to traditional face-to-face instruction.

In this regard, strengthening school-home collaboration provides a practical pathway toward achieving SDG 4 (Quality Education), which requires moving beyond technology delivery to establish a coordinated, sustained partnership among schools, families, and institutions. By providing targeted training, equitable resources, and accessible communication channels, educational systems can address home-learning disparities and ensure all learners have inclusive, uninterrupted access to quality education.

ACKNOWLEDGEMENTS

I sincerely thank God for His guidance and strength throughout this journey. My heartfelt gratitude goes to my adviser, panel members, colleagues, family, and friends for their invaluable support, encouragement, and constructive feedback, which greatly contributed to the successful completion of this thesis. I am also grateful to all the participants and everyone who, in one way or another, made this study possible.

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