Cypriot Journal of Educational Sciences

Volume 17, Issue 4, (2022) 981-998

www.cjes.eu

Parents' satisfaction with online education for learners with special needs at the elementary level

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Suggested Citation:

Manguilimotan, R. P., Cabalda, J. A., Arnado, A. M. M., Padillo, G. H., Espina, R. C., & Capuno, R. G. (2022). Parents' satisfaction with online education for learners with special needs at the elementary level. *Cypriot Journal of Educational Science*. *17*(4), 981-998. https://doi.org/10.18844/cjes.v17i4.7106

Received from January 12, 2022; revised from February 25, 2022; accepted from April 15, 2022.

Abstract

This study assessed parents' satisfaction with online education for learners with special needs at the elementary level during the school year 2020–2021. It employed the mixed method of research in gathering data for the profile and status of online education for learners with special needs and in investigating the issues encountered by the parents in the implementation of online education. Simple percentage, weighted mean, standard deviation and chi-square test of independence were used to analyse the data. The results showed that parents have no problem attending online classes with their learners and utilising different technological applications for online education. It also showed no significant relationship between parents' profile and the level of satisfaction towards online education. The common issue encountered by parents in the implementation of online education during the COVID-19 pandemic was Internet connectivity. Thus, it is recommended that enhanced interactive learning materials for learners with special needs be adopted.

Keywords: Online education, parents' satisfaction, special education, pandemic.

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1. Introduction

The COVID-19 pandemic poses an unstable and undesirable situation to the economy and the education sector. Education is one of the most overburdened sectors. When schools close unexpectedly, learners and youth lose opportunities for growth and development (Ngwacho, 2020a). The closure of schools and universities has harmed the education of all students, from kindergarten to college. Some other countries had decided to implement localised school closures to contain the spread of the disease and flatten the curve. According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), these worldwide closures have affected nearly 60% of the world's student population. Students were unable to complete their schoolwork and assessments in the usual way, and in many cases, they were abruptly detached from their social groups (Daniel, 2020).

According to Tria (2020), the Philippines' Department of Education (DepEd) has stressed that the new normal education does not necessarily mean that teachers and students would attend school and learn in traditional classrooms. The DepEd has designed various modalities to ensure that online learning is viable in this new learning environment. They developed a distance learning approach. The distance learning approach has five ways of learning delivery modalities: online learning, modular learning, television, radio and combination type, which is face-to-face integrated with other modalities. They designed a remedy for the people's current predicament to ensure that learning continues unabated while the country fights the pandemic.

Homeschooling is another learning method. The goal will provide learners with equal access to high-quality primary education in a home-based environment facilitated by qualified parents, guardians or tutors with relevant experience. A considerable number of respondents, in the study of Parczewska (2020), viewed the current situation as challenging and the duties associated with home educating as being above their ability. Parents are often unconvinced in their skills and solutions, showing concern for their children's future. Furthermore, some parents have no other options except to work and support their families, which is needed during the pandemic. Nonetheless, given the current situation, parents of special needs learners assume the role of teachers in their own homes.

In the Philippines, students with disabilities are taught according to the national curriculum. Each student has an educational plan that tailors the program content to their abilities and needs. Majority of the time, children can do tasks with the help of others. However, most learners with special needs who are not surrounded by a reinforced system of teachers, therapists or assistants may lag on their learning milestones and development. As a result, the researchers were interested in looking into parents' satisfaction with online education for learners with special needs at the elementary level amidst the pandemic.

2. Method

2.1. Research design

This study uses mixed methods, primarily quantitative, and employs descriptive–correlational research. Descriptive research seeks to analyse the facts and characteristics of a particular population or area of interest in a systematic and precise manner. It sought to describe the demographics of the respondents and determine parents' satisfaction with online education upon adapting to the new normal of learning and looking into the significant relationship between the respondents' demographics and their satisfaction with online education.

2.2. Respondents and participants of the study

The parents of SPED students in two public SPED centres in Cebu Province Division were the respondents and participants of this study. Specifically, they were the parents of learners with special needs from the

elementary level. The study focused on parents who preferred online education as a learning delivery modality for their children.

2.3. Data gathering process

The researchers secured a written permit from the school principals to conduct the study. Consent letters from the participants were also obtained, ensuring that they understood the study's implications, while also safeguarding and emphasising the confidentiality of their personal information and identity. Similarly, the researchers allocated enough time for the respondents and participants to answer the questionnaire and interview.

2.4. Data collection tools

The primary tool utilised in this study was an adapted questionnaire from Craig Warner Butz (2003). The questionnaire is divided into three sections. The first section is on the respondents' and participants' profile. The second section of the study looks into the instructional tools available at home for online education and the parents' satisfaction towards online education. The third section is on the issues encountered in implementing online education to learners with special needs.

2.5. Data analysis

The data gathered were statistically treated. Simple percentage was used to gather the profile of SPED students and parents, including their age and gender, educational attainment, occupation, combined monthly income, specific special needs, the cost and convenience, availability of instructional facilities (computer and Internet) and status of facility efficiency. The weighted mean was used to determine the satisfaction of students and parents in online education. Standard deviation was used to identify the variability of the satisfaction of SPED students and parents in terms of delivery, learning stimuli and pace of instruction. Chi-square test of independence was used to determine the correlation between students' and parents' satisfaction with online education delivery. Lastly, a 4-point Likert scale was used to interpret the parents' satisfaction. It claimed that there is no significant relationship between parents' profiles and the status of online education for learners with special needs when tested at the 0.05 level of significance.

3. Results

This section presents the gathered data regarding the parents' satisfaction with online education for learners with special needs at the elementary level.

3.1. Demographic profile of the parent respondents

This section presents the demographic profile of the parent respondents.

Table 1. Profile of parent respondents (*n* = 20)

		Frequency	Percentage
A.	Age		
	20–25	1	5.00
	25–30	5	25.00
	31–35	8	40.00
	36 above	6	30.00
B.	Gender		
	Female	1	80.00
	Male	4	20.00
C.	Educational attainment		

	High School	3	15.00
	High School Graduate	4	20.00
	College Level	5	25.00
	College Graduate	5	25.00
	Master's Unit	2	10.00
	Master's Graduate	1	5.00
D.	Occupation		
	Housewives	1	50.00
	Teacher	3	15.00
	Businessmen	2	10.00
	Cashier	2	10.00
	Office staff	2	10.00
	Driver	1	5.00
E.	Combined monthly income		
	3,001–5,000	3	15.00
	5,001–10,000	6	30.00
	10,001–15,000	3	15.00
	15,001–20,000	2	10.00
	20,001–25,000	3	15.00
	25,001–30,000	3	15.00

Table 1 presents the parent respondents' overall profile, including age, gender, educational attainment, occupation and husband and wife's combined monthly income. There are 8 respondents (40.00%) between the ages of 31 and 35, 6 respondents (30.00%) over the age of 36, 5 respondents (25.00%) between the ages of 26 and 30 and 1 respondents (5.00%) between the ages of 20 and 25. In terms of gender, 16 females received a higher percentage of 80.00, while 4 males receive only 20.00%. When it comes to the parents' educational qualifications, college level and college degree had the same percentage of 25.00, with 5 respondents, followed by 4 (20.00%) high school graduates, 3 (15.00%) high school graduates, 2 (10.00%) master's graduates and 1 (5.00%) master's graduates. The most common employment of parents is housewife, with a percentage of 50.00 and 10 respondents, followed by 3 respondents (15%) being a teacher; businessman, cashier and office staff all had a percentage of 10.00, with 2 respondents each; and 1 driver (5.00%). When it comes to the combined monthly incomes of husband and wife, majority of them has a gain of 5,001–10,000, with a frequency of 10 (30.00%); on the contrary, the payment of 3,001–5,000, 10,001–15,000, 20,001–25,000 and 25,001–30,000 had the same frequencies of 3 (15.00%) and lastly an income of 15,001–20,000 had a percentage of 10.00, with a frequency of 2.

3.2. Demographic profile of the learners with special needs

This section presents the profile of the learners with special needs.

Table 2. Profile of learners with special needs (*n* = 10)

		Frequency	Percentage
A	Special need		
	ADHD	5	25.00
	Hearing Impairment	15	75.00
B	Age (in years)		
	6–8	12	60.00
	9–10	5	25.00

	11–12	2	10.00
	More than 12	1	5.00
C.	Gender		
	Female	13	65.00
	Male	7	35.00
D.	Grade level		
	1	13	65.00
	2	4	20.00
	6	3	15.00

As shown in Table 2, the general profile of learners is based on their specific needs, age, gender and grade level. For the specific unique needs of the pupils, 15 (75.00%) are hearing impaired and the remaining 5 (25.00%) have Attention Deficit Hyperactivity Disorder (ADHD). Ages 6–8 (12 respondents) had the highest percentage of 60.00, followed by 9–10 years (5 respondents, 25.00%), 11–12 years (2 respondents, 10.00%) and over 12 years (1 respondent, 5.00%). At a more significant percentage of 65.00 (13 respondents) were females rather than males, with 35.00% (7 respondents). Majority of the students are in grade 1, contributing to 65.00% of the total (13 respondents), followed by grade two (4, 20.00%) and grade six (3, 15.00%).

3.3. Status of online education for learners with special needs

This section presents the status of online education for learners with special needs in terms of status in the use of technology, the status of online delivery modality, responses on school support and responses on the level of technology importance.

3.3.1. Status in the use of technology

Table 3. Status in the use of technology (*n* = 10)

	Frequency	Rank
Technology		
Smartphone	20	1
Internet routers and cables	9	2
Laptop	8	3
Modem	8	3
Desktop computer	5	4
Tablet	4	5
Pocket WiFi	4	5

As seen in Table 3, 100% of the respondents used smartphones, putting them at the top of the list, with a frequency of 20. The use of Internet routers and cables is ranked second on the list, with a frequency of 9; laptops and modems are ranked third, with a frequency of 8; and desktop computers ranked fourth, with a frequency of 5. Tablet and pocket WiFi, on the other hand, are ranked fifth, with a frequency of 4.

3.3.2. Status of online delivery modality

Table 4. Status of online delivery modality

Indicators	Mean	Interpretation

A.	Internet and mobile data		
1	Your Internet provider has a fast internet connection	4.60	Always
2	Your Internet provider's connection is unstable	3.70	Seldom
3	Your Internet speed will match what you pay each month.	4.70	Always
4	Your Internet connection is reliable.	4.25	Always
5	Your Internet connection will never be frustrating or confusing	4.10	Seldom
6	Your Internet connection will be sufficient to support the student's need for his / her online learning.	4.65	Always
7	Your monthly bills are worth the Internet connection you have in your home.	4.60	Always
8	Your Internet connection will be interrupted almost always.	3.50	Seldom
	Aggregate mean	4.26	Always

Range: 1.00–1.79 None; 1.80–2.59 Sometimes; 2.60–3.39 Oftentimes; 3.40–4.19 Seldom; and 4.20–5.00 Always.

Furthermore, Table 4 interprets the overall status of online delivery modality where the question 'Your Internet speed will match what you pay each month' was interpreted as always, with the mean of 4.70; the results for the question 'Your Internet connection will be sufficient to support the student's need for his / her online learning.' are interpreted as always, with the mean of 4.65; whereas for the questions 'Your Internet provider has a fast Internet connection' and 'Your monthly bills are worth the Internet connection you have in your home' were both interpreted as always, with the same mean of 4.60 each; for the question 'Your Internet connection is reliable' has 4.25 and was interpreted as always. Lastly, the three questions were interpreted as seldom; however, they differ when it comes to the means for 'Your Internet connection will never be frustrating or confusing', which has 4.10; 'Your Internet provider's connection is unstable' which has a mean of 3.70; and 'Your Internet connection will be interrupted almost always." had the least mean of 3.50.

3.3.3. Responses to school support

Table 5. Responses to School Support

	Indicators	Mean	Interpretation
B.	School-level instruction support		
1	The teacher is ready and always there when needed	3.80	Strongly agree
2	The teacher will quickly give feedback	3.75	Strongly agree
3	The teachers will definitely give accurate and helpful feedback	3.80	Strongly agree
4	The teacher will definitely give clear feedback regarding my child's development.	3.75	Strongly agree
5	The teacher shows respect for his or her diverse class of students.	3.80	Strongly agree
6	The teacher knows and aware of my child's abilities and limitations.	3.85	Strongly agree
	Aggregate mean	3.79	Strongly agree
C.	School-level Technology Support		
1	Technology support at my child's school is fast.	3.75	Strongly agree

2	The technology support at my child's school is appropriate to the academic need.	3.60	Strongly agree
3	Technology support at my child's school is effective.	3.70	Strongly agree
4	Technology support at my child's school is always responsive.	3.60	Strongly agree
	Aggregate mean	3.66	Strongly agree

Range: 1.00–1.74 Strongly disagree; 1.75–2.49 Disagree; 2.50–3.24Agree; 3.25–4.00Strongly agree

As presented in Table 5, the responses on school support have two indicators, namely the school-level instructional support and school-level technology support. For school-level instructional support, they viewed all of the queries as strongly agree. For example, the query 'The teacher knows and is aware of my child's abilities and limitations' has a mean of 3.85; the questions 'The teacher is ready and always there when needed', 'The teachers will give accurate and helpful feedback' and 'The teacher shows respect for his or her diverse class of students had a mean of 3.80 each. Both questions 'The teacher will quickly give feedback' and 'The teacher will give clear feedback regarding my child's development' had a mean of 3.75.

For school-level technology support, all of its investigations interpreted as strongly agree with the highest mean of 3.75. The statements 'Technology support at my child's school is fast' and 'Technology support at my child's school is effective' have 3.70 each. Lastly, 'The technology support at my child's school is appropriate to the academic need' and 'Technology support at my child's school is always responsive' had a mean of 3.60.

In conclusion, enacting both of the indicators mentioned above as strongly agree, the school-level instructional support has a mean of 3.79. On the contrary, the school-level technology support has 3.66.

3.3.4. Responses to the level of technology importance

Table 6. Responses to the level of technology importance

D.	Technology	Mean	Interpretation
	Personal computer	4.80	Very good
	Smartphones	4.50	Very good
	Laptop computer	4.88	Very good
	Tablet computer	4.75	Very good
	Internet routers and cables	4.44	Very good
	Pocket WiFi	3.25	Fair

Modem		4.29	Very good
	Aggregate mean	4.42	Very good

Range: 1.00–1.79 Very poor; 1.80–2.59 Poor; 2.60–3.39 Fair; 3.40–4.19 Good; 4.20–5.00 Very good.

According to Table 6, the results show that a laptop computer had a tremendous significance in terms of technology, which translates as very good, with a score of 4.88. Following that is the personal computer, which has a mean of 4.80 and translates as very good. Tablet computers had a mean of 4.75, which indicates that they are very good; whereas smartphones, despite their ease of use, only had a mean of 4.50, which indicates that they are very good. Internet routers and cables have 4.44 and interpret as very good; a modem has 4.29 and interprets as very good. Pocket WiFi, on the other hand, has the only different interpretation of fair, with a frequency of 3.25. The aggregated mean for the level of technological importance is 4.42, which translates to very good.

3.4. Technology used for online classes

This section presents the technology being used by the learners with special needs in their online classes.

3.4.1. Responses to the use of technology for online classes

Table 7. Responses to the use of technology for online classes

	Indicators	Frequency	Rank
A.	Technology used for online class		
	Smartphones	20	1
	Laptop computer	8	2
	Desktop computer	5	3
	Tablet	4	4
B.	Kinds of Internet connection		
	Mobile data	17	1
	Wired connection	8	2
	Wireless connection	4	3
	Pocket WiFi	4	3
C.	Internet service provider		
	Smart	8	1
	Others	8	1
	PDT	7	2
	Globe	6	3
D.	Application used for online class		
	Messenger	20	1
	Facebook	20	1
	Others	10	2
	Zoom	10	2
	Google Classroom	8	3

Table 7 shows the technology used for online classes, including the types of Internet connection, Internet service provider and applications used for an online course; these are used to determine the responses in online classes.

In technology used for an online classes, smartphones led to the complete claim from the respondents, with a frequency of 20, and ranked first, followed by laptop computers with a frequency of 8; desktop computers, with a frequency 5; and tablet computers, with a frequency of 4. When it comes to the type of Internet connection, the majority of the respondents utilised mobile data, with a frequency of 17, and rank first, followed by cable connection with 8. On the other hand, the wireless connection and pocket WiFi had a frequency of 4 and ranked third.

In terms of Internet service providers, smart and others had a frequency of 8, taking first place; PLDT was second on the list, with a frequency of 7; and globe, which is third on the list, only had a frequency of 6. When it comes to the operation utilised for online classes, Messenger and Facebook captured the maximum frequency of 20 and were ranked first. Zoom and others were ranked second with a frequency of 10, whereas Google Classroom was ranked last, with a frequency of 8 and is used rarely.

3.5. Test of significant relationship

The researchers hypothesised that there is no significant relationship between parents' demographics and the status of online education for learners with special needs when tested at the 0.05 level of significance.

3.5.1. Relationship between the profile of parent respondents and the level of satisfaction

Table 8. Relationship between the profile of parent respondents and the level of satisfaction

	Variables	Chi-square	df	Critical value	Significance	Result
A.	Use of technology					
	Age	3.030	3	7.815	Not significant	Ho accepted
	Gender	0.808	1	3.841	Not significant	Ho accepted
	Educational Qualification	4.175	5	11.070	Not significant	Ho accepted
	Occupation	5.589	5	11.070	Not significant	Ho accepted
	Combined Income	5.859	5	11.070	Not significant	Ho accepted
B.	School-level instructional support					
	Age	8.556	9	16.919	Not significant	Ho accepted
	Gender	1.944	3	7.815	Not significant	Ho accepted
	Educational Qualification	9.259	15	24.996	Not significant	Ho accepted
	Occupation	14.815	15	24.996	Not significant	Ho accepted
	Combined Income	12.593	15	24.996	Not significant	Ho accepted
C.	School-level technology support					
	Age	4.052	3	7.815	Not significant	Ho accepted
	Gender	0.882	1	3.841	Not significant	Ho accepted
	Educational Qualification	5.882	5	11.070	Not significant	Ho accepted
	Occupation	3.529	5	11.070	Not significant	Ho accepted
	Combined Income	4.314	5	11.070	Not significant	Ho accepted

D.	Level of technology importance					
	Age	4.964	6	12.592	Not significant	Ho accepted
	Gender	0.895	2	5.991	Not significant	Ho accepted
	Educational Qualification	9.754	10	18.307	Not significant	Ho accepted
	Occupation	7.144	10	18.307	Not significant	Ho accepted
	Combined Income	13.485	10	18.307	Not significant	Ho accepted

As shown in the results in Table 8, there is no significant relationship between the profile of parent respondents and the level of their satisfaction with the online delivery modality of their students.

The main factor that affects why there is no significant difference in the result is that utmost parents and students are getting the hack of it with the utilisation of the technology not only for the online class set up that the Department of Education is implementing. However, the said technology applies primarily to each individual's daily living. Likewise, the use of technology, school-level instructional support, school-level support and the level of technology importance significantly reached their satisfaction, as shown in Table 8.

4. Discussion

The general profile of the parent respondents whose age, gender, educational attainment, occupation and combined monthly income of husband and wife are distributed according the frequency and percentage distribution. The highest frequency in terms of age was 31–35 years (8, 40.00%). The lowest frequency belonged to ages 20 and 25 years (1, 5.00%). Females receive a higher percentage of 80.00, with 16 respondents, while males receive only 20.00%, with 4 respondents.

It is crucial to consider the respondent's age and gender because, in the study of Abu Bakar et al., 2019), a significant difference in emotional maturity levels between the age groups divulges. Higher age group respondents had a higher mean than the lower age group respondents. The emotional maturity of fathers of children with intellectual disabilities was also higher than that of mothers in the same study, indicating that fathers with intellectual disabilities had higher emotional maturity than mothers.

In educational attainment, parents who earned college level and college graduate had the highest result of 25.00%, with 5 respondents. The lowest was master's graduate with a frequency of 1 (5.00%). The study of Jerrim et al. (2015) discloses that students from relatively small, intact, middle-class homes and parents with greater educational attainment are likely to prosper, go farther in school and eventually achieve a relatively high-status profession.

The parents' combined monthly income ranged from 5,001 to 10,000 (10 respondents, 30.00%). The salary of 3,001–5,000, 10,001–15,000, 20,001–25,000 and 25,001–30,000 had the same frequency (3, 15.00%). Lastly, an income of 15,001–20,000 had a percentage of 10.00 with 2 respondents. Based on the findings of Jabar et al. (2021), parents with higher educational attainment and higher joint monthly income are more likely to be interested in their children's education. According to a study conducted by Ren et al. (2020), parents' anxiety levels were highly affected by their educational background, family monthly income and the type of child's disability. Parents of special needs children experienced mental and behavioural problems and parenting stress and social support during the COVID-19 epidemic, which increased their anxiety.

On the other hand, the profile of learners was based on their particular needs, age, gender and grade level. In terms of the disability of the learners, most were hearing impaired with a percentage of 75.00 (15 participants), and the remaining 5 (25.00%) had ADHD. It is essential to identify the disability of the learners so that their individual needs will be addressed accordingly. Teachers were aware of students with learning

issues, but not about the precise type of learning difficulties they were experiencing (Karunanayake et al., 2020). It was also revealed in the same study that teachers were also unprepared to apply adaptive instructions to meet their students' requirements.

For ages 6–8 years, they had the highest percentage of 60.00, with 12 participants, and more than 12 years had the lowest percentage of 5.00, with 1 participant. At a more significant ratio of 65.00% (13 participants) are females rather than males, with a percentage of 35.00 (7 participants). For the grade level of students, most of them were in grade 1, with a frequency of 13 (65.00%), followed by grade 2 with a percentage of 20.00 (4 participants) and grade 6 with 15.00% (3 particpants). Learners with special needs, regardless of age or gender, acquired prior knowledge through familiarisation and basic procedures and concrete objects. The information in the environment greatly influences the level of knowledge they acquire (Maryanti et al., 2020). On the other hand, according to the study of Dias et al. (2020), as learners with special needs get older, they become more selective about who they interact with, resulting in a shrinking of their social networks. This may result in more learners with special educational needs (LSENs) peers being excluded from their social networks, resulting in less contact between the two groups and, as a result, less favourable attitudes.

Smartphones are used by 100% of the respondents, putting them at the top of the list with a frequency of 20 participants. Smartphones are much cheaper, and it can be used anywhere. The study of bin Nordin et al. (2021) divulges that teachers used smartphones to deliver teaching and training materials to students from the comfort of their own homes. Special education teachers use smartphones to ensure learning continuity to LSENs across the country. Throughout the day, students use their smartphones to complete various tasks. Most students use smartphones for entertainment, social interaction and education (Singh & Samah, 2018).

With regard to the status of online delivery modality, the results reveal that in terms of Internet and mobile data, parents signified that they always have a reliable Internet connection at home, that their Internet speed corresponds to the monthly subscription they are paying, their Internet connection is competent enough to attend to the student's online learning needs and that they have a reliable Internet connection. However, Pastor (2020) revealed that the respondents are worried about Internet connectivity in the area. There are areas in the country with good Internet connectivity while others have poor connectivity. According to Laguador (2021), students from urban areas have the advantage of having access to the Internet, and any issues with connectivity can be quickly resolved due to their proximity.

For school-level instructional support, the results show that parents strongly agree that their child's teacher is available for help when needed; provides prompt, appropriate and helpful feedback; adequately measures and reports academic progress; respects students' differences; and knows their strengths and weaknesses. This shows that even during the COVID-19 pandemic, the teachers are dedicated to their profession. According to Padillo et al. (2021), the teachers are the essential agent in the teaching and learning process that can shape the pupil's future. Teachers' significant contributions and the influence they yield over student learning in the time of pandemic is remarkable (Dabrowski, 2020).

Meanwhile, for the school-level technology support, the result shows that the respondents strongly agree that their child's technical support is prompt, courteous, effective and available when they need it. Technology support at the school level is dependent on technologies, relationships with families, teacher collaboration and online teaching strategies; in particular, teachers had to create personalised activities for students to engage in, preferably in small groups and individually, using asynchronous and synchronous interactive methods (Parmigiani et al., 2020).

The responses on the level of technology importance indicated that parents and students use gadgets at homes, such as personal computers, smartphones, laptops/tablet computers, modems, cables and Internet routers, with an aggregate mean of 4.42. This finding was substantiated by the study of Muthuprasad et al. (2021), which showed that most students choose to learn online using their smartphones.

On the kinds of Internet connection, most of the respondents (17) use mobile data and place its rank on the first, followed by wired connection, with a mean of 8. A wireless connection and pocket WiFi had frequencies of 4 each. According to Asio et al. (2021), students need Internet access at home alongside the learning institution implementing a flexible learning plan for the learners, especially during the pandemic.

The relationship between parent's profiles and the level of satisfaction towards online education of their learners at the elementary level showed that the parents' profile has no significant relationship towards their level of satisfaction with online education. Nonetheless, the statement of the hypothesis was accepted.

Despite the issues encountered by the parents regarding the implementation of online education amidst the COVID-19 pandemic, they continued to be optimistic. They kept their hopes up with to the country's educational system to hone the learners to their fullest potential. Online education using digital technology promotes school connectivity by fostering teacher–student relationships, student–student relationships and teacher–parent collaborations to provide structures for curricula (Page et al., 2020).

5. Issues encountered by parents in the implementation of online education

This section presents the issues encountered by parents' experiences in the implementation of online education during the COVID-19 pandemic.

The researchers asked the parent participants to reveal the challenges and difficulties in the pandemic. There are two themes developed out of their narrations.

1. What Happens to Technology?

The COVID-19 pandemic causes the schools to remain closed. This potentially damages the educational system at all levels. The pandemic, devoted to learners and educators of the few specific conclusions from this experience, is a moment to reassess how digital technologies can uphold teaching and learning in schools. The pandemic confirms a tipping point, after which schools will be bumped wholly into digital education. Today, school closures have seen teachers, students and families get together to achieve great things with relatively simple technologies.

According to Participant 1,

> The data connection is slow, especially if the weather is terrible.

However, Participant 3 said that,

> Sometimes, I cannot understand the instructions given by their teacher since the signal is lost.

Participant 5 confirmed that,

> Sometimes, the signal is lost.

According to Participant 9,

> Sometimes there's an abrupt Internet signal glitch.

Participant 2 mentioned that,

We cannot trust our gadgets. We can't sustain ourselves by acquiring a new one.

According to Supriyanto et al. (2020), the COVID-19 pandemic affects academic processes worldwide and the emergence of students' problems. School counselors have a significant role in helping with these problems and developing student potential through counseling services with digital technology media. This study focuses on discovering various technologies applied and used by school counselors in counseling services during the COVID-19 pandemic. The study results found that asynchronous media and technology-based synchronous media were the leading alternatives for online counseling services during the COVID-19 epidemic. Using asynchronous media, like WhatsApp, Facebook, Instagram and social media, and synchronous media, like Zoom, Webex, Google Meeting or Hangout, can help solve problems and develop student potential. Recommendations for school counselors are to immediately adapt to the era of disruption and technology in counseling services, followed by advice for the government with the administration of teacher and student welfare.

According to Waizenegger et al. (2020), COVID-19 has created an unparalleled protest to our lives. Numerous governments have mandated people to remain at home, leading to a profound shift from on-site to virtual participation for many proficient workers. Unfortunately, the current remote working literature does not provide detailed answers to government-enforced working from home situations. The deviation in priority appears with pros and cons effecting team participation as numerous technology affordances were anticipated and produced to preserve business as usual.

Putri et al. (2020) pinpointed the pressure of the online teaching and learning operation at home due to the bizarre position with the COVID-19 pandemic. This study acknowledges some threats and conditions experienced by students, teachers and parents in online learning. The dilemma experienced by the parents is more associated with the inadequacy of the learning discipline at home. They spent more extended periods supporting their children's education, lack of technology skills and higher Internet bills. Students' objections were narrow communication and socialising among learners, a more significant challenge for learners with special education needs

2. I Am Boiling. The conversion to kindergarten can be a trying time for learners and families, even in ordinary times. For many, starting kindergarten signifies formal schooling and all the motivation and threats accompanying such a shift: a new building, new educators, new assumptions and a different routine. As kindergarten teachers will disclose to us, it is not uncommon to append some tears from students and parents alike on the first day.

According to Participant 10,

Pupil's attention span is hard to catch much more with a deaf child. In addition, Internet connection sometimes interrupts classes or instructions.

During the interview, Participant 6 answered,

So hassle Maam, for we do not choose due to the pandemic.

Garbe et al. (2020) mentioned that schools internationally locked their doors to reduce the transmission of the flourishing plague during the COVID-19 pandemic. This substantial termination led to an accelerated shift to remote learning, which placed more burden for learning on parents and guardians. As one of the dominant collaborators in the education process, parents' experiences with their children during remote learning are worth examining to inform future policy decision-making. The results revealed that parents acknowledged the school stoppage policy and were commonly happy with the school districts' level of support while expressing some struggling areas. Parents reported having complications with

adjusting obligations, learner impetus, convenience and learning outcomes. The recommendation of the study offers some essential connotations and endorsements for educators and policymakers.

Dayal and Tiko (2020) carried out a study on how two private, early childhood education and care centres endured schoolings during the COVID-19 lockdown season. The case studies advocate that educators are worried about their personal lives and professional lives. The conclusion also concedes how the two early childhood education and care centres were innovative in delivering education in a time of relentless catastrophe. Glances of achievements are conspicuous in making teaching and learning achievable and consequential even with very young children. These data implement valuable intuitions into teaching and learning during a pandemic.

According to Walters (2020), the COVID-19 pandemic has considered the simple inequities in public education worldwide. It has been luminary to detect uncertainty in the involvement of schools with these children as well. People have been eager to cooperate, and most parents have had numbers and email addresses to make this contact available. Some groups have set up weekly meetings for families and their children with school counsellors and social workers to support susceptible students with their alteration. The academic teams have also been amenable to check in with definite learners as needed. Many parents have been grateful for discovering more support than they had foreseen.

Simultaneously, this is not the acquaintance of all. The already stated is not new data; we have been babbling about educational disparity and the attainment difference for a generation now. Others have acclaimed that this is an academic concern and points to immense inequalities. All proposals seem to indicate an urgency to expand resources for schools serving low-income children, not just with entry to online learning but with other interferences devised to address the attainment gap. These cover shortened class sizes, summer programming and early childhood education, all mediations that we know will weaken the inequalities highlighted during this denouncing time.

According to Bhamani et al. (2020), the outspread pervasiveness of the COVID-19 pandemic has distressed academia and parents alike. Due to schools' abrupt closure, learners are losing social communication, which is significant for improved training and grooming, while almost all schools have initiated online classes. Parents have adopted expeditiously to address the learning gap in their children's learning in these dire times. They were ratifying ratios to administer necessary learning skills to children at home. Unified data dashboards and educational technology may keep the learners, parents and institutions updated.

3. **Hey, I Need a Teacher!** The transition planning for learners is primarily an activity of the DepEd, which plays an important role, emphasising the special attention needed for this school year amidst the COVID-19 pandemic. Early childhood education can and should collaborate on best supporting the local communities in meeting new kindergarteners and their family needs. The DepEd should facilitate virtual opportunities to share ideas, strategies and lessons with teachers and parents even with tight budgets.

According to Participant 3,

> I have difficulty guiding and teaching him because he is so noisy. But, unlike before that, he is in school. So he probably learns a lot.

Participant 6 answered,

> He is so lazy. Although, sometimes, I will let him be due to his hyper.

Participant 9 mentioned that,

Since I am a teacher, I can understand my child well and, of course, can teach her some of the lessons.

According to Participant 10,

There is a time during his tantrums; I do not choose but to give him what he wants. The job of a teacher is not an easy task. It would be best if you had more extended patience.

Whelan et al. (2020), intervening the COVID-19 disruption, stated that many educators across the country and globally clambered to move their practice from in-person to remote teaching within days. However, this global pandemic disclosed a significant gap in teacher qualification and training for emergency outlying teaching, including teaching with technology to assure students' persistence of learning at a distance.

Abuhammad (2020) explored parents' perceptions regarding the challenges of distance learning faced by their children during the coronavirus outbreak. The selected threads and answers revealed four underlying themes: (1) personal barriers, (2) technical barriers, (3) logistical barriers and (4) financial barriers. Overall, being restricted to their daily routines during the pandemic, they performed the responsibility of helping the school in teaching students. Many parents faced many types of barriers with assisting their children with distance learning during the pandemic.

Daniel (2020) posited that the COVID-19 pandemic is a colossal threat to education systems. This viewpoint offers direction to teachers, institutional heads and officials on addressing the crisis. What arrangements should institutions generate in a short convenient time, and how do they address learners' needs by level and field of study? Assuring learners and parents is an imperative component of institutional feedback. Schools and colleges should leverage asynchronous learning, which works best in digital formats, ramping up the quantity to teach remotely. Moreover, the regular classroom subjects' teaching should include different assignments and tasks that put COVID-19 in a global and historical situation. When designing curricula, forming student assessments first helps teachers to concentrate. Finally, this viewpoint suggests malleable ways to rehabilitate the damage to students' learning trajectories once the pandemic has gone and gives a list of resources.

6. Conclusion

The availability of technological tools and applications online and the strong support of school administrators made it possible for online learning to become more convenient and interactive at home. The user-friendly ICT tools contributed to a better online learning experience for learners with special needs and their parents.

7. Recommendation

The researchers recommend that enhanced interactive learning materials be implemented to guide the learners with special needs at the elementary level. Its primary objective is to provide parents and learners with dynamic learning experiences in demonstrating the knowledge, skills and values amidst the pandemic.

8. Limitations

The data gathered were from the two SPED Centres in Cebu Province Division, Philippines. The researchers did not gather data from metro Cebu, which is at the heart of the province where learners are more equipped with technology even before the pandemic.

Acknowledgement

The researchers convey their sincerest gratitude to the respondents and participants who were responsive to their questions which were significant to completing this research work.

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