

Critics of Parents on Modular Distance Learning and Intervention Strategies Employed by Teachers

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Abstract

This study was conducted to determine the critics of parents on modular distance learning in the areas of distribution, retrieval, time allotment, learning assessment, and safety and health protocols. Descriptive-correlational research design was used in the study. Majority of the respondents are female parents who were college graduates. Complete enumeration sampling technique was used in this study. The elementary parents generally agreed on the statements about their criticisms on modular distance learning in terms of distribution, retrieval, time allotment and learning assessment described as seldom while on the areas of safety and health protocols their description is Almost Always. No significant difference was found between the intervention strategies employed by teachers according to sex and educational attainment. However, in all the five aspects of MDL, the feedback of parents significantly differ according to sex. Moreover, there is a significant relationship between the five aspects and the problems encountered by the parents on modular distance learning.

Keywords: Critics of Parents on Modular Distance Learning; Intervention Strategies; Distribution; Retrieval; Time Allotment; Learning Assessment;

1. Introduction

1.1 Context and Rational

In today's fast-paced world, traditional education systems are facing increasing pressure to adapt to the changing needs and demands of pupils. When pupils give up on their studies, it can cause them emotional distress. This not only challenges parents' responsibility to monitor their children's performance, but it also presents a challenge for parents who see their children not learning anything from school amid the pandemic (Acala, 2021).

Education plays a vital role in shaping pupils' lives, and to encourage interaction and easy understanding of the lesson, learning has always been taught face to face. In this mode, parents serve as partners with teachers in education and play a vital role as home facilitators. However, in modular learning, their primary role has upgraded as they need to connect with and also guide the child (Nardo, 2017). Numerous parents who find it difficult to teach effectively and thrive at home under normal circumstances are now finding it challenging, even impossible in some cases to provide effective lessons during distance learning. They are facing disruptions that need to be made up for (Garcia & Weiss, 2020).

In India, the schools cited problems of both parents and pupils. Homeschooling becomes

an additional problem when several parents do not have sufficient time or the required educational qualifications to guide their children with assignments. This is likely to cause frustration and weariness among parents, as well as a distraction in pupils' academic activities stress both parents and children (Mahapatra & Sharma, 2020).

Specific problems also arise in London and the United Kingdom as they implement modular distance learning. These are present from the perspective of the pupils, parents, and teachers because both curriculum delivery methods and assessment practices have a risk of learning fragmentation and a lack of coherence in learning programs. Disruption of the provision of a coherent and developmental course, like the assessment, becomes dominant throughout the course (Rodeiro & Nadas, 2012).

In addition, schools in China were also cited as having problems by the Chinese Ministry of Education. Several challenges have arisen regarding the type of system employed in this unexpected and critical situation, namely lack of preparation time, teacher/pupil isolation, and the need for effective pedagogical approaches (Ting, 2018)

In the Philippines, many parents have difficulty understanding the modules. Thus, different instruction techniques and strategies have been implemented to improve the teaching process of modular distance learning (Lim, 2016). However, implementing modular distance learning fostered various challenges for teachers, pupils, and parents. These challenges include a lack of school funding for the production and delivery of modules, pupils' struggles with self-studying, and parents' need for more knowledge to guide their children academically. Hence, it is evident that there are struggles associated with using modular distance learning (Dangle & Sumaoang, 2020).

In Midsayap Central District, there are challenges involved in modular distance learning, such as various distractions, lack of technical skills by parents, lack of social interaction between pupils, quality of both teaching and learning, organizing pupils, less personalized contact with teachers, less individual approach to parents, few or no cooperatively done tasks, and difficulty in getting the teacher's scaffolding (Doghonadze, 2020). In addition, teachers are also struggling in terms of the identification of pupils' modules because, during submission, pupils do not indicate their names. Aside from the modules with no names, some pupils submit modules with incomplete answers.

The parents and pupils encountered various problems and difficulties. Parents complain about the content of modules in learning assessment because of too many activities, exercises, difficulty to understand the concepts and facilitating learning activities, and insufficient time to guide their kids due to work and other responsibilities. Moreover, parents are also struggling in terms of the location of the distribution and retrieving center, coupled with the lack of communication between parents and teacher advisers. However, the plan of action among teachers to facilitate pupils' learning in MDL lacks focus in much literature. It was in this context that the researcher was prompted to study the critics of parents on modular distance learning.

1.2 Research Questions

This study aimed to determine the critics of parents on modular distance learning and intervention strategies employed by teachers at Midsayap Central District.

Specifically, this study sought to answer the following questions.

- What is the profile of the respondents in terms of sex and educational attainment?
- What are the parents' critics on the modular distance learning in teaching their grade five children in the aspects of: a) Distribution of Modules b) Retrieval of Modules c) Time Allotment d) Learning Assessment e) and Safety and Health Protocols?
- What are the intervention strategies employed by teachers in terms of: (a) Distribution of Modules, (b) Retrieval of Modules, (c) Time Allotment, (d) Learning Assessment and (e) and Safety and Health Protocols?
- What are the criticisms of parents on the intervention strategies employed by teachers in five aspects in terms of distribution and retrieval of modules, time allotment, learning assessment and safety and health protocols?
- Is there a significant difference between the critics of parents on modular distance learning and their selected personal profile?
- Is there a significant relationship between the parents' critics and their ratings on the problems encountered?

What are the problems encountered by the parents on modular distance learning?

1.2 Scope and Limitation

The study focused on the parents of grade five pupils in Midsayap Central District. It is limited to the critics of parents regarding the use of Modular Distance Learning (MDL) and the intervention strategies employed by teachers, including the distribution of modules, retrieval of modules, time allotment, learning assessment and safety and health protocols. The study is limited only to 300 parents of grade five pupils enrolled in the School Year 2021-2022.

1.3 Definition of Terms

The following terms are operationally defined for common understanding of the readers.

Critics. - refers to positive and negative comments, suggestions, and feedback of teachers and parents involved in the school community on the use of modules in terms of distribution, retrieval, time allotment, learning assessment, and safety and health protocols in modular distance learning.

Intervention Strategies. - refers to plans and programs that help teachers and parents guide their children through the teaching and learning process during the employment of Modular Distance Learning.

Distribution and Retrieval of Modules. - refers to the task of parents and teachers in delivering and collecting printed modules on a weekly basis to and from the respective purok or distribution centers.

Time Allotment. – refers to the schedule of distribution, period of answering the module, and schedule of submission which is a cycle as to the next module distribution and retrieval.

Learning Assessment. - refers to a task or learning activities in the module answered by the learners in order to evaluate the pupil's level of mastery in achieving the learning competency. In addition, it is used to let the learners complete a particular task in the lesson using their skills that will manifest their multiple intelligences. This type of assessment may include: making experiments, singing, making poetry, answering a graphic organizer, making dramatizations and more.

Safety and Health Protocols. - refers to the safety of individuals from contamination to COVID-19 and other diseases during the distribution and retrieval of modules. It also involves

securing the daily lifestyle of pupils, parents, and teachers through posting of signage, arrows, and flashcards outside the classroom.

Modular Distance Learning. - refers to a type of distance learning modality implemented by the Department of Education during COVID-19 pandemic to ensure learning activity. In this modality, the teacher and the students are physically separated and communicate through different means and at different times.

1.4 Related Literature

1.1 Modular Distance Learning

As the world continues to grapple with the pandemic, the Department of Education is constantly looking for new ways to provide high-quality education to learners via distance learning (Tria, 2020). Modular Distance Learning (MDL) involves individualized instruction that allows learners to use self-learning modules (SLMs), whether printed or in digital format, that is centered on the Essential Learning Competencies (MELC) provided by DepEd (Martinez, 2020).

Modular Distance Learning is one of the most widely recognized teaching and learning techniques in many countries, including other Western countries and the Asian region. It considers the individual differences among the learners, which necessitates the planning for the adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. In analyzing the modular teaching method, we can understand that this is not an effective teaching method recently and that more technology-based teaching methods and face-to-face are needed in the present educational field (Sejpal, 2013).

Distance learning is a learning delivery modality where learning takes place between the teacher and learners who are geographically remote from each other during instruction. This modality has three types: modular distance learning (MDL), online distance learning (ODL), and TV/Radio-Based Instruction. (Quinones, 2020). Also, this is the only opportunity for some groups of learners. In cases when the learner is not comfortable with group lessons, modular learning contributes to greater interest in learning and better performance (Ma & Wei, 2016).

The lockdown of schools in the United States reduced instructional and learning time, which caused pupils' performance to be impeded, with disparate impacts on different groups of pupils. Parents lack the structures to sustain effective teaching and learning during the closure and to provide the safety net support that many children receive in school. While teachers do not know the exact effects, they do know that children's academic performance fails during the pandemic, along with their developmental skills and progress (Garcia & Weiss, 2020).

In the Philippines, modular learning is the most popular type of distance learning. This learning modality is currently used by all public schools because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method among parents with children who are enrolled this academic year (Bernardo, n.d.).

Although, in the case of the Division of Bayugan City, there are also numerous limitations on instructional materials, learning experiences, teaching approaches, and timely feedback. The key issues that surfaced regarding the extent of readiness of the primary education schools were a lack of school money for module creation and delivery, learners' struggles with self-study, and parents' lack of understanding to intellectually assist their children (Dangle & Sumaoang, 2020).

Based on the study conducted by Ambayon (2020), modular instruction is more operative in the teaching-learning method as equated to usual teaching approaches because, in this modular approach, the pupils learn in their own stride. It is an unrestricted self-learning panache in which instantaneous reinforcement, a comment, is provided to a practice exercise that stimulates the pupils and builds curiosity. Hence, this kind of learning modality increases the pupil-centered

approach to learning. However, implementing modular distance learning fostered various challenges for teachers, pupils, and parents.

Parental Involvement in Modular Distance Learning

Parental involvement is an essential factor for pupil achievement in traditional school settings. Parental support has significantly contributed to learners' success in a virtual learning environment. However, parents must take on new and unfamiliar roles and responsibilities as their children participate in modular education while experiencing increasing instructional responsibility for their children's learning (Liu, 2010).

As a result, parents often struggle with understanding their role in their children's distance learning (Murphy & Manzanares, 2009). Parents' feelings towards remote learning are mixed; some feel more connected to their child's schoolwork, while others see it as an additional burden (Selwyn, 2011). Sorensen's (2012) study revealed the most challenging and favorable aspects of online learning for parents: keeping their children on schedule while completing their coursework as the former and interactions with the child's modular teachers as the latter. In addition, schools and teachers do not have enough guidance to improve the parental engagement experience, especially with the effective use of technology (Goodall, 2016).

In addition, the challenges that may impact parental involvement in remote learning settings include economic resources, lack of internet access, lack of interest in using technology, and low digital self-efficacy (Povey, 2016). From the research done on virtual school learning environments pre-pandemic, parents become the learning coaches for students who spend a significant amount of their day in an online setting (Waters & Leong, 2014). When surveyed, teachers have identified the following parental scaffolds as helpful to the virtual learner: organizing and managing pupils' schedules; (b) nurturing relationships and interactions; (c) monitoring and motivating pupil engagement; and (d) instructing pupils as necessary (Borup, 2016).

The current literature base and empirical research concerning parental involvement and the problems in their children's learning experiences focus mainly on the traditional school site-based setting, suggesting parental involvement may drastically differ in an online environment (Liu et al., 2010). Multiple calls have been made for additional research to understand parental involvement in remote learning better (Black et al., 2009). As the COVID-19 pandemic has pushed schools to shift towards distance learning, the need to study parental involvement in remote learning has become more pressing than ever before. Therefore, additional research in this area is crucial to gain insights into parental involvement in remote learning and identify strategies to enhance parental engagement and support in modular distance learning.

1.2 Critics of the Distribution and Retrieval of Modules

In some countries, like Norway, the COVID-19 pandemic has brought unprecedented challenges to the education sector, including the need for rapid adaptation to remote learning. However, some studies have shown that this shift towards remote learning may have some positive impacts, such as promoting independent and creative learning among pupils. The pandemic has also become an opportunity for innovation and a way to rethink the traditional education system. Nonetheless, the challenges for teachers in implementing distance learning remain significant, particularly in remote areas where access to technology and resources may be limited. Despite these challenges, it is important to continue exploring the potential benefits and drawbacks of distance learning to ensure the delivery of quality education for all pupils (Bubb & Jones, 2020).

The study of Daniel (2020) on the uncertainties about when life will return to "normal" bring about anxiety. Thus, uncertainty about the future may negatively affect learners' motivation related to remote learning. Non-positive motivation worries parents about their children's academic progress and achievement at home. Moreover, Dangle and Sumaoang (2020) revealed the challenges experienced in implementing a modular distance learning in two public secondary

schools in the Philippines. There needed to be more funds for the delivery of self-learning modules. As a result, students struggle with self-paced learning modules, and parents need to learn how to guide their children academically.

According to Torregoza (2020), it is not easy for teachers because of the work they must put into module preparation and distribution. However, anything for learning would be worth it for teachers. Despite the threat of the COVID-19 pandemic, teachers continue to serve by formulating modules as learning guides for students. Thus, the teacher becomes a facilitator in the pupil's development as a member of their community and society (Martineau, 2020). Therefore, the teachers and parents are responsible for monitoring the learners' progress. The learners may ask for assistance from the teacher via email, telephone, text message, or instant messaging. Where possible, the teacher should make home visits to learners needing remediation or assistance (Llego, n.d.).

According to Nardo (2017), the learners developed a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress independently. They are learning how to learn; they are empowered. Other advantages of modular instruction include more choice and self-pacing for pupils; more variety and flexibility for teachers and staff, and increased adaptability of instructional materials. While the application of teaching approaches is often limited since the teaching responsibility is handed over to the parents of the pupils, it became difficult for the teacher to authenticate the actual performance of the pupils because some have tutors while others do not; They learn on their own (Castroverde & Acala, 2021).

Delayed and untimely feedback can hinder gauging a pupil's learning. Parents find it challenging to communicate about their children's learning and provide feedback on their pupils' work (Castroverde & Acala, 2021). Teachers provide learners with self-learning material which includes distribution and retrieval, as well as assessment tools to check for understanding and provide immediate and appropriate feedback. In modular distance learning, the teacher monitors the learners' progress through home visitation. Learners may ask for assistance from the teacher via text messages, cell phones, or even email (Llego, n.d.).

However, the use of modular prints has become accessible to more learners. Modular distance learning was seen to be most preferred by families because it is cost-efficient and families would save a lot. While families would save much money, the government would have to spend much money to provide a billion pages of self-learning modules to millions of public school pupils. Moreover, the creation of modules was done in a short period, so errors in the modules were involved, such as factual, computational, clerical, printing, and typographical errors, which the Department of Education assured us that they are monitoring and rectifying this error (Gonzalez, 2015).

During the pandemic, the Department of Education believes that MDL is the most convenient setup because it only requires a module where all content must contain essential elements. In case of any questions, pupils can quickly contact their teachers by messaging them directly via email, text message, group chat, and video call or call. On the other hand, teachers are responsible for monitoring the learners' progress. They should also do home visits to learners needing assistance or any family member needing to serve as a substitute teacher to make things quickly done (DepEd, 2020). Somehow, the senators of the country took time to recognize the efforts of teachers. A senator said that teachers who strive hard in this time of pandemic deserve the respect and honor due them. Further, he acknowledged that school personnel and teachers have ways to strategize their implementation of distance education in their respective jurisdictions, including retrieving modules (Learning Module, 2020).

Critics of Time Allotment

According to Davis (2019), pupils may need help with modular distance learning due to misinterpretation of expectations, time management, and interpersonal communication. Instructor barriers, on the other hand, may include difficulty in identifying expectations, providing feedback,

and establishing interpersonal relations. Nardo (2017) Further, the transition to modular distance learning requires greater self-discipline and self-motivation from pupils, increased preparation time and lack of concrete rewards for teachers and staff, and more excellent administrative resources to track pupils and operate multiple modules. In his study, Nardo observed that most learners need help adjusting to this new learning modality, with half of the participants struggling to complete all their modules within a week. They typically receive at least eight modules for all subjects, each containing 3-5 activities.

However, Guetal and Janer (2021) revealed many challenges for teachers, pupils, and parents as they transitioned into home-based learning, and at this time, pupils are not choosing to fail. Their parents or guardians are essential workers and do not have support at home. Things like this make a difference. Teachers must find ways to lessen this burden. It is a time when most educators would define it as going to battle unarmed and ready to lose. As for pupils, they need help with the new structure away from the classroom. No matter how hard they are for some, these changes have turned into what we call the new normal.

Whereas, Bozkurt's (2020) study sheds light on the lessons and difficulties of education in these uncertain times. The study highlights the challenges parents and teachers face in handling time and the need to develop better responses to education. According to Khutta (2003), taking on the role of an instructor and tutor involves learning the expected behaviors through observation and trial and error attempts at the role. The experience of time pressure during this period is another lesson to be adopted and enacted as a social role. It has become a common everyday experience since modular learning has unique characteristics. Since education is no longer confined to the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators, and their primary responsibility in modular learning is to establish a connection and guide the child (FlipScience, 2020).

1.3 Critics of Learning Assessment

Like Western countries and Asian regions consider the individual differences among learners when planning for the adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace (Borup, 2014). Parent support has significantly contributed to learners' success in a virtual learning environment. It provides in using creative learning experiences to determine learners' abilities and capabilities in dealing with the real world. More so, several studies have been conducted to report the parents' struggle with the challenges and issues of pupils and parents in modular learning spaces in their respective countries.

Another teaching module, as compared to the traditional method of using a textbook, is meant to increase active learning and improve critical thinking as well as problem-solving skills. It allows the lecturer to conduct formative assessments in the classroom. While standardized textbooks have their own styles, and their contents, depth of coverage of materials, and organization, may affect the teaching and learning Using modules presents a flexible learning environment for instructors and learners (Cheng & Abu Bakar, 2017).

After the pandemic, teachers are challenged pedagogically regarding grade grouping and medium of instruction conflict, lesson planning, unfocused instruction, insufficient materials for learners, and lack of training for multigrade teaching. Teachers carry the burden of these challenges as they teach using a modular approach in remote teaching, especially in the provinces where connectivity to the internet is a problem (Bongala, 2020).

In addition, the benefit of using modules for instruction is the acquisition of better self-study or learning skills among pupils. Pupils engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress independently. They are somehow empowered as they learn how to learn (Nardo, 2017).

Also, teachers have cited numerous benefits of using modules, such as providing valuable information on pupils' academic progress and identifying areas where they may need additional support, which can assist teachers in designing passages, units, and programs. Modules can also provide a recap of extensive information, enabling learners to take home appropriate resources needed to attain the course objectives. They offer teachers a better understanding of the materials and activities, including images, graphs, atlases, and other instructional materials that expedite understanding. Moreover, modules include other teaching aids, such as analytical questions, and relieve teachers from creating material for the course, permitting more time to prepare the lesson (Ornstein, 2010).

Though the revision may be essential to reflect the needs of a specific teaching milieu, the teacher personalizes the text, making it an enhanced teaching resource, and modifies it for a specific group of pupils. Typically, this procedure takes place progressively as the teacher becomes more accustomed to the module because the scopes of the script that need adaptation may not be ostensible until the module is tried out in the classroom (Richards, 2013). On the other hand, Rizaldo (2007) states that workbooks primarily emphasize self-assessment, alert to potential difficulties, always offer summaries, are personal in style, have unpacked content, contain more open layout, have learners' evaluation, provide advice for study skills, require an active response, and aimed at successful teaching.

Owing to Bagood (2020), it was noted that identified teaching personnel, together with the Education Program Supervisors, prepared the modules in accordance with Essential Learning Competencies (MELC). These self-learning modules are already considered learning packages, containing a pre-test, discussion, and series of evaluations and assessments. These are distributed to all learners with the modular learning class schedule. On the other hand, Salandanan (2019) described self-instructional materials as self-contained and whose manner of presentation is such that the learning activities can be undertaken individually or in small groups. These materials are most effectively used in individualized instruction programs.

Further, Sumeracki (2020) stated that strategies could be complicated but not so tricky that the pupils cannot do them. Flexibility can be carried out in the intervention so that adjustments can be made where pupils are challenged and not getting everything perfectly suitable but are still somewhat successful. Moreover, Sumaoang (2020) said an online learning approach could be implemented since most learners have an internet connection. Aside from text and call, social media, particularly messenger, is one of the most used modes of communication between teachers, parents, and students. Teachers must be active online most of the time to address the sentiments of some parents and pupils. They must be patient enough to attend to their needs and to respond to queries immediately concerning learning.

About the content of the module, Aquino-Danganan (2011) proposed that instructional modules for developing computational skills in subject areas must have titles, instruction to the learners, rationale, objectives, pretest with answer keys, worksheet assignment, progress check with answer key, and posttest with answer key. This followed, making the format and language properly organized, clear, and straightforward. Each module's objectives were specific and based on the course syllabus. The topics were adequately developed and explained, and the activities and exercises facilitated pupil learning.

Likewise, LeBrun (2011) noted that each module has a distinct training element, covering either a single element of subject matter content or a group of content elements objectives, preferably in behavioral form (Rudnitsky, 2011). A recognized level of proficiency or qualification can be achieved by completing a series of modules. Also, it was found that using individualized instructional modules reduces the time it takes teachers to develop a technology-based program.

In addition, Vibal (2020) differentiated that the lesson plan is primarily for the teacher's use, while the learning modules are both for the learner and the teacher. Moreover, a syllabus is something concise and does not communicate well with the learner concerning the content of the

lesson, while a learning module or a packet is user-friendly, explicit in instruction, and somehow complete in information. A learning module elicits a response, expects output, or prompts dialogue, during a syllabus or course guide does not because it just gives the outlined content and topics to be covered in a given period. Again, Tingley (2020) stated that offering feedback regularly helps pupils quickly identify behaviors or skills they need to improve and also makes them feel part of the learning community.

1.4 Critics of Safety and Health Protocols

Indeed, Haldimand-Norfolk Health Unit (2020) advocated that healthy schools support the development of many competencies, such as critical thinking, problem-solving, decision-making, personal management, collaboration, and leadership. The various public health and health system protocols indicate whether to remain stable or improve. Thus, bringing the school closer to going back to its regular operation.

For this reason, World Health Organization (2020) recognized that teachers consciously observed circular memorandum for teachers and parents to practice protocols mandated by DepEd and those practiced globally. The good practices have helped build trust among others in the community. It is of understanding that areas are not entirely free of microorganisms or that a specific space has no risk of contagion. However, if protocols and measures are correctly implemented, it significantly mitigates the virus.

Similarly, DepEd (2020) assured commitment to ensure safe, educational continuity amidst the challenges of COVID-19. These practices are observed not only in public schools but globally. Furthermore, DepEd (2020) urged teachers to consider strategies to meet and make sure that the health and safety of the learners and teaching and non-teaching personnel must be of the utmost concern to the school administration and must be protected at all times.

Furthermore, DepEd (2020) mandated the different measures to be undertaken by teachers in the distribution and retrieval of modules. School administrators monitor the different protocols like wearing masks, taking temperature, and social distancing. Signages are also on the go to most places to remind parents, students, and others about safe travel and entering the vicinity of schools. The study of Urieh (2008) states that strict disciplinary measures are used by school authorities to control the participants and make them adhere to the various rules and regulations of the school. In the study, she cited that school authorities like teachers and principals on discipline have a tough impact on the performance. It guides the participants to have their self-discipline, thus resulting in more responsible.

In addition, Anzaldo (2021) mentioned that there are different safety measures being implemented by the IATF, or the Inter-Agency Task Force, in order to prevent and mitigate the spread of COVID-19 while the teaching and learning process continues in the country in order to protect the teachers, parents, and student's health and welfare. Some of the safety protocols include proper sanitation of the schools where modular learning is implemented by providing alcohol stands in every classroom for the parents' and pupils' use, sanitizing footbath mats on every room's doorsteps, wearing face masks and face shields as a must for the teachers and parents; social distancing is strictly executed. For the distance learning modality and other modalities where parents and their children stay at home with the teachers, they are prescribed to do proper hand washing and regular sanitizing of their homes.

Equally important is to free teachers' time from administrative tasks as Brazil, Peru, and Uruguay did, to focus on what is pedagogically effective, and provide socio-emotional support for teachers. The pandemic and the extended school closures have changed the role of teachers, and most of them were not prepared for such change; a comprehensive strategy is required for socio-emotional monitoring and psychosocial support to ensure teacher well-being and avoid burnout (Baron, 2020). However, the pupils must sense safety, security, and comfort when using social media platforms. This guarantees the effectiveness of social media utilization as an educational

platform, especially in crisis times, since students widely use these for socialization, communication, and sharing of resources with other pupils (Karahasanovic et al., 2009).

Finally, Cook (2020) stated that the most common barrier cited by participants was learner special needs. Thirteen participants described the struggle to meet their children's disability-related needs or the gifted and talented needs during the COVID school closure. Laurillard cited by (Innes, 2020) supported that all education systems must always consider whether face-to-face or the use of teaching and learning technologies should be to provide pupils-centered situations where instructors facilitate access to content in a horizontal, sharing environment where pupils learn as much from the course theoretical content as from their peers.

1.5 Intervention Strategies Employed by Teachers

Bustos and Engel (2011) that educational support in online learning environments considered three aspects or dimensions of the shared activity: social participation, the academic task, and the learning content. For the enhancement of the different strategies to implement in every school. Aside from this, Bagood (2020) highlighted that as front-liners in the educational system, they had undergone various training and seminars to be better equipped to deliver better education amid the COVID-19 pandemic, as it is the norm of the department to train teachers and parents not just for professional growth but to become ready for unexpected circumstances.

Hence, Wang (2011) conducted an exploratory study utilizing messenger groups as a learning management system by surveying pupils' perceptions. They found that messenger chat allows teachers and pupils to post announcements, share resources, conduct online discussions, and participate in weekly activities. Moreover, it gives control to the teachers compared with commercial learning management systems. Brings about the study of Meishar-Tal (2012) concluded that teachers were satisfied with their learning using Facebook and liked to continue using Facebook groups for future learning areas. Teachers are better suited to young learners because they are digital natives willing to adopt new technology than parents (Vodanovich, 2010).

Kurtz (2014) concluded that Facebook groups were considered safe platforms for the pupils' social learning and participation, an avenue for active interactions and contributions of the pupils with peers and teachers, and a way to reach the pupils. Sumeracki (2020) study states that strategies can be complicated but not so tricky that the pupils cannot do them. Flexibility can be carried out in the intervention so that adjustments can be made where pupils are challenged and not getting everything perfectly suitable but are still somewhat successful.

Meanwhile, Facebook Messenger is the number one messaging application in 64 countries (Bobrov, 2018) due to the advanced features that users like and need (Dogtiev, 2018). The said platform is mainly used by the pupils rather than email or mobile phones during academic consultations due to its convenience to use (Tananuraksakul, 2018). It can share various media types, create group chats, send voice clips and text messages, and make audio and video calls (Gangneux, 2020).

However, this is also in consideration of the learners in rural areas where the internet is not accessible for online learning. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask for assistance from the teacher via email, telephone, text message, or instant messaging. Where possible, the teacher should make home visits to learners needing remediation or assistance (Llego, n.d.).

Also, the teachers or local government officials will deliver printed modules to pupils, parents, or guardians. Since education is no longer held within the school, parents partner with the teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is establishing a connection and guiding the child (FlipScience, 2020). Despite the threats from the COVID-19 pandemic, teachers continue to serve by formulating modules as learning guides for parents. The teacher thus becomes a facilitator in the development of the parent, both as a member of their community and as a member of their society (Martineau, 2020).

Salma and Rodrigues (2012) that stresses pupils' difficulty in submitting modules are due to too many modules in all subjects, and each module had 3-5 activities. The subject that they are having the most significant difficulty. Some learners said another subject has lengthy readings, and many pupils cannot understand some of the terms used. The questions are hard as well, and there need to be more examples provided. Lastly, some students need help answering other subjects and need the assistance of others, which is impossible since other siblings and parents also have their modules. In other words, modules have to be simple and comprehensible. Bagoood (2020) highlighted that as facilitators in the educational system, they had undergone various training and seminars to be more equipped to deliver better education amid the COVID-19 pandemic, as it is the norm of the department to train teachers and parents not just for professional growth but to become ready for unexpected circumstances.

Furthermore, teachers used various ways to cope with the challenges encountered in modular distance learning modality, such as time management, innovating teaching strategies, adapting to the changes brought by the new normal trend in education, being flexible, providing alternative plans, being optimistic, patient, and equipping oneself with the necessary skills for the new standard ways of education. Various stakeholders need to work and plan for alternatives to different issues that may arise as they are involved in the teaching-learning process, considering all the limitations in these trying times brought about by the pandemic (Acala, 2021). However, teachers must assess the pupil's learning needs, make appropriate interventions, and use available local resources online (Labrado, 2020).

According to this study cited by Trovela (2021), these self-learning devices help pupils learn or acquire skills, knowledge, and information without a teacher. These materials provide sufficient reinforcement, enrichment, and source materials. They also allow learners to work at their own pace, style, and level. Among the forms of individualized instruction, modules are practical and economical in developing specific knowledge and skills. Modules induce learning with minimum teacher direction and supervision. Furthermore, these develop learning and grading strategies, improve classroom management techniques, and encourage achievement for greater use of existing educational resources by establishing realistic and attainable learning goals within an individualized program of studies.

According to Salandanan (2019), self-instructional materials are those which are described as self-contained and whose manner of presentation is such that the learning activities can be undertaken individually or in small groups. These materials are most effectively used in individualized instruction programs. The self-instructional module helps in providing remedial instruction for slow learners and enrichment materials for fast learners. Topics can best be presented through these self-instructional materials.

Aquino-Danganan (2011) proposed instructional modules for developing the computational skills of learners. She mentioned that the proposed instructional modules had titles, instruction to the learners, rationale, objectives, pretest with answer keys, worksheet assignment, progress check with answer keys, and posttest with answer keys. The format and language of each were properly organized, clear, and straightforward. The objectives of each module were specific and were based on the course syllabus. The topics were adequately developed and explained, and the activities and exercises facilitated pupil learning.

LeBrun (2011) notes that each module has a distinct training element; it covers either a single element of subject matter content or a group of content elements objectives, preferably in behavioral form. Radinsky (2011) stated that a recognized level of proficiency or qualification can be achieved through the completion of a series of modules. Moreover, LeBrun (2011) also stated that when vendors sell individualized instructional modules, "the ability to manage the classroom" was mentioned frequently.

Rudnitsky (2011) found that using individualized instructional modules reduces the time it takes teachers to develop a technology-based program. Most of the education at this age level, according to Cook (2020), occurs through play-based methods with a focus on academic readiness

skills and peer interactions, which is extremely difficult to teach via remote learning. Special considerations need to be made in learning outcomes. These simply cannot take place via only teacher-student instruction online or worksheets sent home. Furthermore, Cook (2020) revealed that parents' responses in this category indicate dissatisfaction with the amount of work being assigned. Parents submitted responses indicating the teachers were assigning both too much work and not enough work. He suggested an optional enrichment work that has to lessen struggles to complete remote learning activities among families while balancing other responsibilities; however, teachers need to meet the requirements for students learning. The most predominant issue impacting the intervention is the learner's particular needs. The Individual Education Programs (IEPs) co-created by district staff and parents are legally binding, and districts are responsible for executing the plans regardless of learning mode (U.S. Department of Education, 2020).

1.6 Critics of Intervention Strategies

In reality, parents started to adapt to their usual home obligations and responsibilities by giving special attention to their children's learning. It is a teacher, coach, and provider of resources as supplemental to the overall performance. Their school visits to pick up bulk loads of modules and return them after a week were no doubt exhausting. Mostly, the self-learning materials are poorly responded to. The revelation was that the parents were unable to teach their children what they requested in relation to the tasks at hand. It is, by implication, that the parents' educational background matters the most. The resources have an implicit impact on the child's learning, like the necessity of Internet connectivity during this modular learning delivery.

As it happens, there are more discrepancies that need attention to provide access to technology through a variety of techniques, including providing devices and hot spots, the underlying inadequacy of infrastructure remained by Wheeler Report (2020). In fact, Bustos and Engel (2011) state that educational support in online learning environments must consider these three aspects or dimensions of the shared activity: social participation, the academic task, and the learning content. For the enhancement of the different programs, collaboration of all stakeholders is necessary. And it reminds us that early grade levels need to be closely supervised by parents in the lessons. However, despite efforts to assist parents in the daunting task of educating their children at home, challenges are unavoidable, and this learning modality, unsurprisingly, poses challenges not only to teachers but also to parents (Garbe, 2020).

Actually, Dangle and Sumaoang (2020) found out that some parents do not have enough gadgets to be used by their children for online classes; some parents have difficulty understanding and answering the modules of their children; and some said that they do not have enough time to guide their kids due to work and other responsibilities. Moreover, they concluded that one of the main challenges was the parents' lack of knowledge to academically guide their children.

Then, Firmanto (2020) stressed that learning carried out by parents at home was supervised and monitored by the teacher through online modes. However, several obstacles existed, such as limited online communication facilities, parents caring for other children, or two working parents. Because mothers carried out most home activities, learning became the second priority and was carried out during their free time. Thus, each parent was required to carry out learning and provide assistance to pupils at home. As a result, parents are also expected to master the material being taught, spend time with their children during the learning process, record the children's activities, and then send the children's learning outcomes in the form of videos and working papers. It is a real educational challenge for teachers, parents, and policymakers during the pandemic.

In addition, Senechal and LeFevre (2002) mentioned that reading to children and supporting them with homework can help improve learning. Likewise, children whose parents do not read to them, assist them with their homework and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not read to them. Not only,

but Sheldon (2009) stressed that children who come from reading-oriented homes, where books are readily available to them and their parents are avid readers, tend to score higher on reading achievement tests than children from less reading-oriented homes. It also affects their literacy skills to have their parents read to them. Therefore, it is not surprising that schoolwork and school achievement often play a central role in parent–child relationships and the structure of their daily lives (Ule, 2015).

Then, Nor (2020) on the unprecedented disruption in education due to the COVID-19 pandemic has forced teachers worldwide to adapt to modular distance learning and the immediate implementation of home-based learning (HBL). However, little is known regarding teacher readiness for the HBL system. The implementation of modular learning has reflected common goals by the government around the world to provide uninterrupted learning (Leacock, 2020) and reduce inequality of access to education (UNESCO, 2020).

1.7 Problems Encountered by the Parents

The COVID-19 pandemic's impact on school closures made many school administrators opt for remote learning through virtual classrooms, and this caused further problems for students who lack computer access and internet at home, are marginalized, and are low-skilled in computer literacy (UN, 2020). However, Malipot (2020) stressed that parents also air their problems with modular distance learning.

Manlangit (2020) states that it is also necessary to facilitate parents' contributions in this regard, allowing them, within their capabilities, to give feedback that addresses the different dimensions and at different points in the collaborative process.

Fauzi (2020) found in their research that parents face problems during the COVID-19 pandemic, such as lack of opportunities, network and internet use, planning, implementation, and evaluation of learning, and collaboration with teachers.

In support of the study of Aboagye et al. (2021), one of the biggest challenges in addressing the problem regarding learning is the availability of technological gadgets and internet connectivity. There were pieces of literature that supported the argument of this study and saw the needs and challenges of internet connections among students (Chase, 2018). The data on connectivity is both an issue and challenge not only for the students but also for teachers and the schools, especially in public schools.

In addition, Firmanto (2020) stressed that learning carried out by parents at home was supervised and monitored by the teacher through online modes. However, several obstacles existed, such as limited online communication facilities, parents caring for other children, or two working parents. Because mothers carried out most home activities, learning became the second priority and was carried out during their free time. Thus, each parent was required to carry out learning and provide assistance to students at home. As a result, parents are also expected to master the material being taught, spend time with their children during the learning process, record the children's activities, and then send the children's learning outcomes in the form of videos and working papers. It is a real educational challenge for teachers, parents, and policymakers during the pandemic.

According to the study by Frankie (2020), investigating various situations and determining the context of the schools deemed important to the current challenges each is confronted with. School administrators have to be resilient in times of crisis. Resiliency in the educational system is the ability to overcome challenges of all kinds—trauma, tragedy, and crises, and bounce back stronger, wiser, and more personally powerful (Henderson, 2012). The educational system must prepare to develop plans to move forward and address the new normal after the crisis. Mailizar (2020) discovered that the four components of problems experienced by teachers during the COVID-19 period were teacher, school, curriculum, and pupil. Rasmitadila (2020) found that teachers face problems in distance education implemented during the COVID-19 pandemic, such as technical barriers, pupil conditioning, pupils' participation in education, and

online education experience. The study by Dangle and Sumaoang (2020) showed that the main challenges that emerged were: a lack of school funding for the production and delivery of modules, students' struggles with self-studying, and parents' lack of knowledge to academically guide their children. Hence, it is evident that there are struggles associated with the use of modular distance learning.

The shift of the teaching-learning delivery in schools to modular distance learning has made it more challenging on the part of the school personnel to deliver basic quality education. That is why DepEd leaders are always finding avenues to solve problems and capacitating their teachers and school heads to become more effective in the field of modular distance learning (Bagood, 2020). However, Maalac (2021) reported that during the implementation process of modular distance learning, different challenges were encountered among teachers, learners, and parents in the technical element. On the part of the parent, formulating different modules is a difficult task, especially if the parent has no training on how to create a quality type of learning module.

Some of the educational performance of the pupils is likely to drop for the classes held for the year-end examinations and internal examinations due to reduced contact hours for inexperienced people and a lack of consultation with teachers when going through difficulties in learning and understanding (Sintema, 2020).

In summary, modular distance learning is understood that this is not an effective teaching method recently. Regarding the extent of readiness for basic education, schools were lack of money for module creation. The feeling of parents toward remote learning is mixed. Parents revealed the challenges experienced in the implementation of modular distance learning, found it difficult to communicate about the state of their children's learning, and had difficulty in the new learning modalities. Parents had a hard time answering the modules. Also, parents and guardians are essential workers, and they do not have support at home. In addition, parents possess different strengths and weaknesses that should be addressed to improve their teaching skills.

Most of the studies about modular distance learning focused on the problems encountered by teachers, parents, pupils, and the government. Hence, this study is unique because it focuses on the five aspects in terms of distribution, retrieval, time allotment, learning assessment, and safety and health protocols. Additionally, the study investigated the plans of teachers for intervention strategies to equip them with the current trends of new normal education, which helps educators adapt to the changing times.

1.5 Theoretical Framework

This study is anchored to the Law of Readiness of Edward Thorndike (1988), which states that when a bond is ready to act, the act gives satisfaction and not annoyance. This current problem is also related to the theory because in adopting modular distance learning, feedback will focus on self-contentment and positive comments from stakeholders.

This current problem is related to the theory because of the support of individualized learning. This gives the researcher a lot of insight since the study is all about modular distance learning. It gives the researcher a wider view of what distance learning is all about and how significant it is in today's situation, particularly in the situation of parents and learners. To some extent, it will change the practice of education, leading to increased responsibility on the part of pupils, parents, and teachers, providing wide instruction, and influencing the methods of the learning process.

Moreover, this study is linked to the Distance Education Theory of Borje Holmberg (1995), which emphasizes the independence and autonomy of the learner, industrialization of teaching, interaction, and communication in distance education. The central concepts of his theory are motivation, empathy, non-contiguous communication, learner autonomy, and interpersonal communication.

1.6 Conceptual Framework

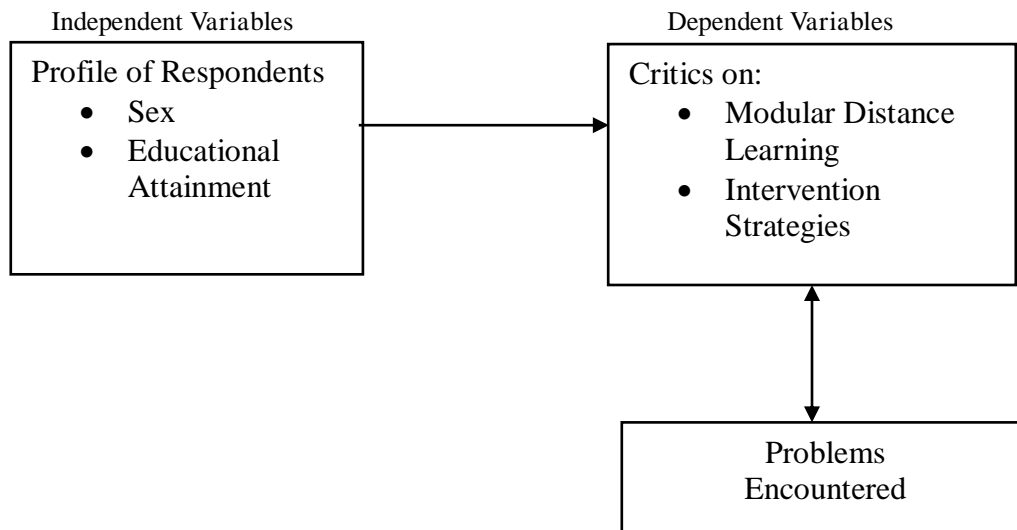
Figure 1 shows the conceptual framework of the study consisting of the independent and dependent variables. The independent variables of the study are the profiles of the respondents, such as sex and educational attainment. At the same time, the dependent variables consist of the critics of parents on modular distance learning in the aspects of distribution, retrieval, time allotment, learning assessment, and safety and health protocols. It also includes the intervention strategies employed by teachers.

The arrow that connects the independent and dependent variables shows the relationship between the variables. There may also be a significant relationship between the distribution, retrieval, time allotment, learning assessment, and safety and health protocols with respect to the problems encountered by parents in modular distance learning. This means that the problems encountered by the parents relative to modular distance learning contributed to how the modules are distributed and retrieved, the appropriate time given for every module, how the pupils are assisted in terms of their learning, and how the safety and health protocols are administered in every school.

Conceptual Framework

Figure 1:

Schematic presentation of the Conceptual Framework of the Study



1.7 Hypotheses

- H_{01} : There is no significant difference between the critics of parents on modular distance learning in the aspects of distribution of modules, retrieval of modules, time allotment, learning assessment, and safety and health protocols according to sex and educational attainment.
- H_{02} : There is no significant difference between the intervention strategies employed by teachers according to sex and educational attainment.
- H_{03} : There is no significant relationship between the parents' critics and their ratings on the problems encountered.

2. Methods

This chapter discusses the research methods used in the study, which consisted of the research design, locale and respondents of the survey, sampling design, research instrument, validity and reliability of the instrument, data collection procedure, and the statistical tools and treatment of data.

2.1 Research Design

The study utilized a descriptive-correlational research design. It is descriptive because it determined the critics of parents on modular distance learning and intervention strategies employed by teachers.

Also, it was correlational, for it measured the significant difference and relationship between the selected demographic profile of the respondents and their critics on modular distance learning in terms of distribution of modules, retrieval of modules, time allotment, learning assessment, and safety and health protocols.

2.2 Locale and Respondents of the Study

The study was conducted in Midsayap Central District for the school year 2021–2022. The respondents of the study are the parents of grade five pupils.

2.3 Sampling Technique

The sampling design is a complete enumeration of parents from the six schools in Midsayap Central District. Specifically, the parents included in the study were those with children enrolled in grade five, and the sample size was distributed as follows: 22, 45, 23, 30, 55, and 125. A total of 300 parents participated as respondents in the study.

2.4 Instrumentation

The study utilized a researcher-made questionnaire to gather data. Items included in the instrument were based on the related literature and the researcher's readings, mainly from related research, studies, and websites. The questionnaire consisted of four parts. Part I asked for the respondents' profile characteristics regarding gender and educational attainment. Part II consisted of items from the parents' critics on the modular distance learning used by teachers in teaching grade five pupils in the modular learning modality in the aspects of the distribution of modules, retrieval, time allotment, learning assessment, and safety and health protocols, which were rated using the scale of 1-5 where 1 is Never (N), 2 – Seldom (Se), 3 – Sometimes (So), 4 – Almost Always (AA), and 5 – Always (A). Part III focused on the intervention strategies employed by teachers, which were rated using a scale of 1-5 where 1-Strongly Agree (SA), 2 – Agree (A), 3 – Moderate Agree (MA), 4 – Disagree (D), 5 – Strongly Disagree (SD) while Part IV was focused on the critics on the intervention strategies rated by the parents using the scale of 1-5 where 1-Strongly Agree (SA), 2 – Agree (A), 3 – Moderate Agree (MA), 4 – Disagree (D), 5 – Strongly Disagree (SD). Lastly, Part V measured the problems encountered by the respondents where the

parents rated the items using a scale of 1-5 where 1-Not a Problem (NP), 2 – Slightly a Problem (SL), 3 – A problem (P), 4 – Much a Problem (MP), 5 – Very Much a Problem (VMP).

2.5 Validity and Reliability of the Instrument

The researcher developed the questionnaire and submitted it to the adviser and panel members for scrutiny. Regarding face and content validity, the adviser and panel members looked into the appropriateness of the format of the instrument, grammatical construction, and clarity of instruction. After that, face and content validation were ascertained for suitability in data collection to improve the instruments. Moreover, three research experts in the field looked into the instrument's features, such as the font size, spacing, paper size, and other necessary details, to not distract the respondents from answering the questionnaire.

Afterward, the instrument was pilot-tested on 26 parents in elementary schools of Lagumbingan who were not included in the study. To test the reliability of the instrument, Cronbach Alpha was used, getting an R-value of 0.78.

2.6 Data Gathering Procedure

To conduct the study, the researcher obtained permission from the Dean of the Graduate School of Notre Dame of Midsayap College and sought the approval of the Schools Division Superintendent. After receiving their approval, arrangements were made with the principals, school heads, and teachers in charge of the Midsayap Central District elementary schools regarding the instrument's administration schedule. The researcher personally distributed and retrieved the instrument, and the gathered data was analyzed using a statistical method.

2.7 Statistical Tools and Treatment of Data

The researcher used various statistical tools to analyze and interpret the gathered data. To describe the profile of the respondents, frequency count and percentage were used. The weighted mean and standard deviation were computed to determine the problems encountered by parents in modular distance learning and the intervention strategies employed by the teachers. Additionally, the Kruskal-Wallis and Mann-Whitney U tests were used to determine whether there is a significant difference between the critics of parents, the profile, and the sex of respondents.

3. Results

This chapter presents the results of the statistical treatment of the data and its discussion based on the research problems. The data are presented in tabular form which included the respondents' profile, parental criticism of modular distance learning in terms of module distribution, retrieval, time allocation, learning assessment, safety and health protocols, and intervention strategies used by teachers.

3.1 Profile of Respondents

The first research question posed on the profile of the respondents includes sex and educational attainment, can be found in Table 1.

Table 1 Profile of the Respondents

Variable	Frequency	Percentage
Sex		
Male	82	27.30
Female	218	72.70
Total	300	100.00
Highest Educational Attainment		
Elem Graduate		3.00
High School Graduate	9	27.30
College Level	82	24.00
College Graduate	72	37.70
Post Graduate	113	2.00
No Answer	6	6.00
Total	18	100.00
	300	

Table 1 presents the profile of the 300 respondents regarding sex and highest educational attainment. The result shows that 82, or 27.30 % are male parent-respondents, and 218, or 72.70 % are female parent-respondents. For the educational attainment of the parent respondents, those who are College Graduates got the frequency of 113 or 37.70 %, followed by 82 or 27.30 % who have attained High School Graduate. Only 9 or 3 % are Elementary Graduates.

Summary of the Critics of Parents on Modular Distance Learning in the Five Aspects of MDL

Table 2 Summary of the Critics of Parents on Modular Distance Learning in Teaching Grade Five Pupils in the Five Aspects

Items	Mean	SD	Description
Distribution of Modules	4.29	1.14	Seldom
Retrieval of Modules	3.95	1.24	Seldom
Time Allotment	3.91	1.23	Seldom
Learning Assessment	3.58	1.16	Seldom
Safety and Health Protocols	4.46	0.83	Almost Always
Legend: Scale	Range	Description	
5	4.50-5.00	Always	
4	3.50-4.49	Almost Always	
3	2.50-3.49	Sometimes	
2	1.50-2.49	Seldom	
1	1.00-1.49	Never	

Among the five variables, safety and health protocols got the highest mean rating of 4.46, described as Almost Always, with a standard deviation (sd) of 0.83. Moreover, the aspect of distribution of modules got the second-highest mean rating of 4.29, interpreted as Seldom, and sd of 1.14 percent. In the area of learning assessment, it got the lowest mean of 3.58, described as Seldom with an sd of 1.16.

Summary of Parents' Criticisms of the Intervention Strategies Employed by Teachers

Table 3 Summary of Parents' Criticisms on the Intervention Strategies Employed by Teachers

Items	Mean	SD	Description
Distribution of Modules	3.53	1.35	Disagree
Retrieval of Modules	2.89	1.26	Moderately Agree
Time Allotment	2.39	1.19	Agree
Learning Assessment	3.47	1.38	Moderately Agree
Safety and Health Protocols	4.50	0.82	Strongly Agree
Legend: Scale	Range	Description	
5	4.50-5.00	Strongly Agree	
4	3.50-4.49	Agree	
3	2.50-3.49	Moderately Agree	
2	1.50-2.49	Disagree	
1	1.00-1.49	Strongly Disagree	

In sum, for many of the parents' criticisms of intervention strategies employed by teachers, the content on safety and health protocols yielded the highest mean value of 4.50, interpreted as Strongly Agree with an sd of 0.82. It is the area of distribution of modules that gained the second highest mean value of 3.53, described as Disagree with the sd of 1.35. However, the area on time allotment got the lowest mean rating of 2.39, described as Disagree with the 1.19 sd.

Difference on the Critics of Parents on Modular Distance Learning and Educational Attainment

Table 4 Difference on the Critics of Parents on Modular Distance Learning and Educational Attainment Using Kruskal-Wallis Test

Variable	Educational Attainment	n	Mean Rank	chi-square	df	p value	Interpretation	Decision
Distribution of Modules	Elem. Graduate	9	64.11	16.85	4	0.002	Significant	Null is Rejected
	HS Graduate	82	123.59					
	College Level	72	145.81					
	College Grad	113	157.03					
	Post Graduate	6	158.17					
	No Data							
	Total	300						

Retrieval of Modules	Elem. Graduate	9	79.56	13.64	4	0.009	Significant	Null is Rejected
	HS Graduate	82	124.65					
	College Level	72	152.94					
	College Grad	113	153.25					
	Post Graduate	6	106.08					
	No Data	18						
	Total	300						
Time	Elem. Graduate	9	79.44	8.11	4	0.088	Not Significant	Null is not Rejected
	HS Graduate	82	140.95					
	College Level	72	142.59					
	College Grad	113	148.58					
	Post Graduate	6	95.83					
	No Data	18						
	Total	300						
Allotment	Elem. Graduate	9	71.78	7.21	4	0.125	Not Significant	Null is not Rejected
	HS Graduate	82	142.90					
	College Level	72	140.82					
	College Grad	113	146.94					
	Post Graduate	6	132.58					
	No Data	18						
	Total	300						
Learning	Elem. Graduate	9	143.06	1.33	4	0.856	Not Significant	Null is not Rejected
	HS Graduate	82	148.64					
	College Level	72	138.03					
	College Grad	113	137.77					
	Post Graduate	6	153.50					
	No Data	18						
	Total	300						
Health & Safety Protocols	Elem. Graduate	9	143.06	1.33	4	0.856	Not Significant	Null is not Rejected
	HS Graduate	82	148.64					
	College Level	72	138.03					
	College Grad	113	137.77					
	Post Graduate	6	153.50					
	No Data	18						
	Total	300						

The statement suggests that the p-values for criticisms on the distribution and retrieval of modules were 0.002 and 0.009, which are both less than 0.01. This indicates that there is a statistically significant difference between criticisms on the distribution and retrieval of modules based on educational attainment. However, in the variable's time allotment, learning assessment, and safety and health protocols, no significant difference was revealed, as evidenced by the p-values of .088, 0.125, and .856, respectively. Therefore, the null hypothesis in relation to criticism of the distribution and retrieval of modules is rejected, while on learning assessment and safety and health protocols, it is accepted.

Difference on the Critics of Parents on Modular Distance Learning and Sex of Respondents

Table 5 Difference on the Critics of Parents on Modular Distance Learning and Sex of Respondents Using Mann - Whitney Test

Variable	Sex	n	Mean Rank	z Value	p value	Interpretation	Decision
Distribution of Modules	Male	82	162.40	1.47	0.142	Not Significant	Null is not Rejected
	Female	218	146.03				
	Total	300					
Retrieval of Modules	Male	82	163.79	1.63	0.103	Not Significant	Null is not Rejected
	Female	218	145.50				
	Total	300					
Time Allotment	Male	82	177.86	3.38**	0.001	Significant	Null is Rejected
	Female	218	140.21				
	Total	300					
Learning Assistant	Male	82	161.20	1.31	0.190	Not Significant	Null is not Rejected
	Female	218	146.48				
	Total	300					
Health & Safety Protocol	Male	82	158.95	1.12	0.263	Not Significant	Null is not Rejected
	Female	218	147.32				
	Total	300					

*** Correlation is Significant at 0.01 level (2-tailed)

The data revealed that of the five aspects, time allotment yielded a significant difference having a p-value of .001 greater than the .05 level of significance. This indicates a significant difference between male and female parents' critics of time allotment.

Relationship Between the Critics of Parents on Modular Distance Learning and Problems Encountered Using Spearman's Rho Correlation

Table 6 Relationship Between the Critics of Parents on Modular Distance Learning and Problems Encountered Using Spearman's Rho Correlation

Variable	n	r value	Problems Encountered on Modular Distance Learning p value	Interpretation	Decision
Distribution of Modules	82	0.235**	0.000	Significant	Null is Rejected
	218				
	Total 300				
Retrieval of Modules	82	0.240**	0.000	Significant	Null is Rejected
	218				
	Total 300				
Time Allotment	82	0.236**	0.000	Significant	Null is Rejected
	218				
	Total 300				
Learning	82	0.338**	0.000	Significant	Null is Rejected

Assistant	218				
Total	300				
Health & Safety Protocols	82	0.216**	0.000	Significant	Null is Rejected
Total	218				
Total	300				

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

The results show that there is a significant relationship between the distribution, retrieval, time allotment, learning assistance, and health and safety protocols with respect to the problems encountered by the parents on MDL. All p-values of 0.000 of the foregoing variables lead to a highly significant relationship. Hence, the null hypothesis is rejected. This means that the problems encountered by the parents relative to MDL contributed to how the modules were distributed and retrieved, the appropriate time given for every module, how the pupils were assisted in terms of their learning, and how the safety and health protocols were administered in every school. Further, results show the general composure of the teachers in implementing the MDL from the parent's perspective.

Problems Encountered by the Parents on Modular Distance Learning

Table 7 Problems Encountered by the Parents on Modular Distance Learning

Problems Encountered		Mean	SD	Description
Limited communication with the teacher		1.94	1.11	Slightly a Problem
Delay of teachers' response on queries using email and messages.		1.86	1.12	Slightly a Problem
Delayed teacher responses to communication regarding the assessment test.		1.84	1.10	Slightly a Problem
Negative approaches of the teacher adviser phone calls.		1.73	1.1	Slightly a Problem
Parents are stressed due to the demands of modular class.		2.40	1.38	Slightly a Problem
Parents' limited sources of knowledge in explaining the assessment test and performance task.		2.85	1.36	A Problem
Insufficient supplementary teaching materials needed by my child/children.		2.72	1.38	A Problem
Limited time in monitoring learner's output.		2.78	1.48	Problem
Unstable internet access for online consultation.		3.05	1.38	A Problem
No load allowances intended for phone calls and text message.		2.92	1.35	A Problem
Overall Mean		2.41		A Problem
Overall Standar Deviation			1.28	
Legend:	Scale	Range	Description	
	5	4.50-5.00	Very Much a Problem	
	4	3.50-4.49	Much Problem	
	3	2.50-3.49	A Problem	
	2	1.50-2.49	Slightly a Problem	
	1	1.00-1.49	Not a Problem	

According to parent respondents, there are problems when it comes to modular distance learning. In item 9, unstable internet access for online consultation yielded the highest mean rating of 3.05, described as A Problem with an sd of 1.38. This is followed by item 10, no load allowances intended for phone calls and text messages, which yielded the second highest mean rating of 2.92, described as A Problem with an sd of 1.35, and item 4, negative approaches of the teacher adviser through phone calls, yielded the lowest mean rating of 1.73 described as Slightly a Problem with an sd of 1.11. The overall mean on problems encountered by the parents is 2.41, with 1.28 sd described as A Problem.

4. Discussion

This chapter discusses the study's results, a summary of findings, a conclusion, and recommendations based on the research problems pursued.

4.1 Profile of Respondents

Based on the results, the majority of the parent respondents are female. This means that most female parents have the time to facilitate their children's education and assist in implementing modular distance learning despite the schools' closure. These findings imply that the feminine personalities of these respondents could have encouraged their children to persist amidst modular distance learning.

In terms of educational attainment, the majority of parent respondents are college graduates. The result revealed that most parents had earned a bachelor's degree. It implies that the parents value education since they guide and support the children's learning process at home.

4.2 Summary of Parents' Critics of Modular Distance Learning in the Aspects of Distribution, Retrieval, Time Allotment, Learning Assessment and Safety and Health Protocols

Among the five variables, safety and health protocols yielded the highest mean described as Almost Always, which signifies that parents comprehensively identify the importance of health and the benefits each can get from being careful in following the different health and safety measures provided by the school. It implies that parents' involvement in school activities can effectively improve health and education outcomes and help pupils become healthy and lifelong learners. This finding contradicts the statement of Haldimand-Norfolk Health Unit (2020) that healthy schools support the development of many competencies, such as critical thinking, problem-solving, decision-making, personal management, collaboration, and leadership. The various public health and health system protocols indicate the continuing goal to remain stable or improve. Thus, bringing the school closer to going back to its regular operation.

The second item with the highest mean in terms of distribution denotes that the module has to be carefully planned and prepared accordingly. The findings imply that teachers' efforts to follow up with parents on their obligation to claim modules on time would be minimized if they were thoroughly prepared. This study supports the Department of Education (2020) that believes it is the most convenient setup because it only requires a module where all content must contain the essential elements, and in case of any questions, pupils can easily contact their teachers by

messaging them directly via email, text message, and so on. On the other hand, teachers are responsible for monitoring the learners' progress.

4.3 Summary of Parents Criticisms of the Intervention Strategies Employed by Teachers

The items on safety and health protocol got the highest mean rating, interpreted as strongly agree. The result means that issues on health measures have a great impact on the parents. The different interventions taken to promote safety and protocols are effective. Findings imply that teachers have made great contributions in order to build back stronger education systems. The initiatives applied have proven to be effective during the remote learning phase when integrated into the regular education system. The finding supports the ideas of Urieh (2008) that strict disciplinary measures are used by school authorities to control the participants and make them adhere to the various rules and regulations of the school. In her study, she cited that school authorities like teachers and principals on discipline have a tough impact on performance. It guides the participants to be self-disciplined, thus resulting in more responsible learners.

Furthermore, the study also revealed that the distribution of modules that were described as Disagree got the second highest mean. This means that teachers are attentive and always exercise their capability to acknowledge the needs of the participants. Therefore, it implies the varied roles of teachers in the new normal. It is critical to empower teachers, invest in the necessary skills development and capacity building. The pandemic and the extended school closures have changed the role of teachers, and most of them were not prepared for such change; a comprehensive strategy is required for socio-emotional monitoring and psychosocial support to ensure teachers' well-being and avoid burnout (Baron, 2020).

4.4 Difference in the Critics of Parents on Modular Distance Learning and Sex of Respondents

The results provide the critics of parents on modular distance learning in the areas of distribution, retrieval, time allotment, learning assessment, and safety and health protocols according to sex. The results indicate that time allotment yielded a significant difference with a p-value of .001, greater than the .05 level of significance. These findings imply a significant difference between male and female parents' critics in this area of sex. The results support Manlangit (2020) that it is also necessary to facilitate parents' contributions in this regard, allowing them, within their capabilities, to give feedback that addresses the different dimensions and at different points in the collaborative process.

4.5 Relationship Between the Critics of Parents on Modular Distance Learning and Problems Encountered Using Spearman's Rho Correlation

Results show that there is a significant relationship between the distribution, retrieval, time allotment, learning assessment, health, and safety protocols with respect to the problems encountered by the parents of modular distance learning. All p values of 0.000 of the foregoing variables lead to a highly significant relationship; hence, the null hypotheses are rejected in favor of the research hypothesis. This means that the problems encountered by the parents relative to modular distance learning influenced how the modules are distributed and retrieved, the appropriate time given for every module, how the pupils are assisted in terms of their learning, and how the safety and health protocols are administered in every school. Further results show the

general composure of the teachers in implementing modular distance learning from the parent's perspective. These results support Fauzi (2020), who found in their research that parents face problems during the COVID-19 pandemic, such as lack of opportunities, network and internet use, planning, implementation, and evaluation of learning, and collaboration with teachers.

4.6 Problems Encountered by the Parents on Modular Distance Learning

The item unstable internet access for online consultation yielded the first highest mean interpreted as A Problem. The result means that the presence of network connectivity must be reconsidered since not all areas have strong signals, as in the case of families living in far-flung places. It implies that internet-based learning plays significant in the teaching-learning of pupils in these difficult times. It allows both teachers and students to have access to information and provides education to distant students that otherwise if the access is interfered with or unstable, would not be able to attend a class. In support of the finding, (Aboagye et al., 2021) stated that one of the biggest challenges in addressing the problem regarding learning is the availability of technological gadgets and internet connectivity. Some pieces of literature supported this study's argument and saw the needs and challenges of internet connections among students (Chase et al., 2018; Chung et al., 2020a; Lorenzo, 2017). The data on connectivity is both an issue and challenge not only for the students but also for teachers and the schools, especially the public schools.

This is followed by item no load allowances intended for phone calls, and text messages yielded the second highest mean described as A Problem. This means that parents need more time to be ready to process and utilize resources and would still rely on and wait on what the school districts provide them. Also, schools were able to support parents in terms of resources for remote learning at home. This implies that parents need the right kind of support from teachers and schools. They need teachers and schools who realize they are barely able to make it through each day and are doing their best to support students. According to Frankie (2020), investigating various situations and determining the context of the schools are deemed important to the current challenges each is confronted with. School administrators have to be resilient in times of crisis. Resiliency in the educational system is the ability to overcome challenges of all kinds—trauma, tragedy, and crises, and bounce back stronger, wiser, and more personally powerful (Henderson, 2012). The educational system needs to develop plans to move forward and address the new normal after the crisis.

4.7 Summary of Findings

The majority of the respondents are female parents who are College graduates. Parents' critics in terms of distribution, retrieval, time allotment, and learning assessment were rated as seldom, while the area on safety and health protocols was rated as Almost Always.

For the intervention strategies employed by teachers, parent respondents strongly agreed in the area of safety and health protocols, which got the highest mean rating. Moreover, the responses of parent respondents in the distribution of modules yielded disagreement from the parents.

Parent respondents disagree that teachers are difficult to contact and phone calls are beyond the reach of teachers regarding queries.

No significant difference was found between the intervention strategies employed by teachers according to sex and educational attainment. However, in the area of distribution, retrieval, time allotment, learning assessment, and safety and health protocols in terms of sex, the feedback of parents significantly differs.

There is a significant relationship between the distribution, retrieval, time allotment, learning assessment, safety, and health protocols with respect to the problems encountered by the parents of modular distance learning.

The problems encountered by the parents, such as unstable internet access for online consultation, no load allowances, and limited sources of knowledge in explaining the test and performance task, are the common issues among them.

4.8 Conclusion

Based on the findings, the researcher concludes that parents seldom provide criticism on the distribution, retrieval, time allotment, and learning assessment but almost always in the area of safety and health protocols. Consequently, the intervention strategies employed by teachers on safety and health protocols are highly appreciated by the parents. Most of the challenges in MDL are technology-related concerns such as internet connection which is beyond the teachers' control. The intervention strategies employed by teachers did not differ by sex and educational attainment. However, they significantly differed in terms of distribution, retrieval, time allotment, learning assessment, and safety and health protocols in terms of sex. Finally, there is a significant relationship between the five aspects and the problems encountered by the parents of modular distance learning.

4.9 Recommendations

In consideration of the findings of the study, the researcher highly recommends the following:

A. For Possible Courses of Action:

- The Department of Education should implement limited face-to-face classes.
- Government officials should ensure internet connectivity in the barangay so parents can access online conversation at any time via Messenger and Facebook. They should provide tablets for online tutoring classes so pupils can easily understand the content of modules.
- The School Heads should monitor the distribution and retrieval of modules. They have to ensure that module pages, sections, and others are correctly arranged and error-free simultaneously, user-friendly with legible and clear text.
- Teacher/adviser should encourage the learners/parents if not strictly implement the return of the modules on the scheduled time. Also, the schedule for distributing and retrieving modules should be made available and clear to the parents.
- Parents should be oriented about the modules' lessons to guide children in accomplishing the learning activities.
- Schools should implement intervention programs through the Action Plan to support learning delivery.

B. For Future Research:

- Effectiveness of Modular Distance Learning and Challenges of Teachers Assessment in the Performances of Pupils in Oral Reading at Midsayap Pilot Elementary School
- Replicate the study in the broader scope.
- A qualitative research type is a basis for conducting similar studies using mixed research methods.

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