

Modular Distance Learning Delivery of English Teachers in Bulan District

Bobby S. Albor

Department of Education, Sorsogon Province Division, Region V

Abstract— Modular learning delivery is one of the primary ways of education delivery in the globe nowadays, according to the new normal trend in society. This study explored the modular learning delivery of English teachers during Distance Learning Mode in Bulan District I-IV, Bulan, Sorsogon in 2021-2022. This research is descriptive that used mixed methods of research. Survey, interview and observation were used. The modes of teaching utilized by Bulan District English teachers in distance learning was Modular Teaching with a frequency of 25 and placed first in the rank, followed by Home-Based Reading Intervention which gained 23 respondents and place second in the rank while providing supplementary reading materials got one respondent and obtained the 8th rank. The extent of manifestation of the interactions between parents and learners in using the Distance Learning Delivery Modality as assessed by teachers and parents along ‘the mechanism in distribution and retrieval of modules’ as assessed by teachers got 4.57 mean or strongly agree, and as assessed by parents got 4.66 or strongly agree; ‘instruction and completion of the module’ as assessed by teachers got 4.56 or strongly agree, and as assessed by parents got 4.53 or strongly agree; ‘active and personalized learning’ as assessed by teachers got 4.49 or agree, and as assessed by parents got 4.60 or strongly agree; and ‘learning assessment’ as assessed by teachers got 4.56 or strongly agree and as assessed by parents got 4.69 or strongly agree. This means that, because the traditional method of teaching is now temporarily ineffective in the face of the pandemic, home visits are one of the key concerns of all teachers in order to continue to provide the kind of education that they ideally give. Instructors and parents are both aware of the extent to which interactions between parents and learners manifest themselves while employing the Distant Learning Delivery Modality. This study proposed an output that can be used to improve teacher skills in handling instruction in distant learning delivery.

Keywords— Modular Distance Learning Delivery, English teachers, Mixed Method of Research

INTRODUCTION

The pandemic has precipitated profound transformations in the country's education system. The sudden shifts took everyone by surprise due to their lack of preparation and the unanticipated nature of the underlying circumstances. The education system in the country lacks sufficient learning materials and proper technological equipment necessary for effective online learning. Various techniques of learning have been implemented, extending beyond online learning.

Currently, modular learning delivery is widely recognized as a prominent method of education delivery worldwide, in response to the prevailing trend of the new normal in society. Today, it is not feasible to attend school in a physical classroom. Consequently, teachers and students find themselves facing challenging circumstances, given that the conventional method of learning has taken place within the confines of classrooms. Undoubtedly, English teachers in the current circumstances encounter the novel task of modifying and executing various remote education instructional methods to align with the present

educational setting. Rao and Krishnan (2015) argue that distant learning offers students the advantage of flexibility and serves as an alternative educational pathway for those who lack the resources or availability to attend traditional schools.

Distance language learners necessitate distinct aptitudes, drive, and commitment to thrive in an educational setting that is predominantly novel and unknown to them. This environment is likely to significantly influence their formulation and execution of learning strategies (Oxford & J., 1995). Instructors have a crucial role in guiding students through the process of comprehending different learning processes. In the period of this epidemic, the traditional physical classroom has vanished, along with the freedom for teachers to choose the most suitable teaching strategies for their classes. As a result, a new learning environment is being envisioned. Students are encountering the tasks necessary to fulfill their learning modules and LAS independently. Parents are the primary individuals to whom learners can seek help, since teachers are unable to leave their kids alone while they complete their modules and LAS. Consequently, teachers must

guarantee that the learning materials faithfully depict their physical existence during this novel form of teaching and learning.

The implementation of Distance Learning Delivery Modalities (DLDM) in the Philippines began in the academic year 2020-2021, three months after the World Health Organization (WHO) declared a pandemic. This was following Memorandum DM-CI-2020-00162 issued by the Office of the President, which stated that face-to-face classes would not be conducted until a COVID-19 vaccine became available. The Department of Education (DepEd) enforced DepEd Order No. 012, sec. Execution of the Basic Education Learning Continuity Plan in Light of the COVID-19 Public Health Emergency on June 19, 2020, sometimes referred to as 2020. This order consisted of a series of educational interventions designed to tackle the underlying schooling challenges caused by COVID-19. Consequently, this decree currently imposes restrictions on all educational endeavors, particularly on the implementation of instructional methods during this crisis period, while ensuring the preservation of everyone's well-being and safety. The fundamental principle is that the process of acquiring knowledge should persist even in the presence of difficulties or challenges.

This Order has condensed the Curriculum Guides into Most Essential Learning Competencies (MELC), which encompass the crucial abilities that need to be acquired. It is acknowledged that in emergency situations, distant learning cannot fully optimize learning outcomes. Therefore, the focus is on streamlining and integrating the essential skills to be taught within the modules and programs being implemented in schools. According to the DepEd Secretary, it is crucial to maintain education during the epidemic in order to cultivate well-prepared young individuals capable of confronting the world. Furthermore, depriving children of the initial opportunity to access education establishes a foundation for a lifetime of adversity (UNESCO, 2010). Consequently, in order to ensure the continuation of learning, it is necessary to revamp the delivery and methodology of the learning process.

Despite the COVID-19 outbreak, continuous learning opportunities are ensured through flexible learning and many alternative delivery methods. The MELC serves as a structure for educators to develop their own Learning Continuity Plans (Ogena, et al., 2020).

Distance learning offers students the opportunity to study at their own pace, at their preferred time, and with customized learning materials designed for their individual learning style. Due to the lack of resources in schools and homes to facilitate technology-based learning, modular and LAS (Learning Activity Sheets) are the predominant methods of instruction in Sorsogon Province at present.

Modules and Learning Activity Sheets (LAS) are the primary methods used for delivering distant learning in the Bulan I-IV Districts. In addition to the materials provided by the DepEd Central Office, there are other instructional resources developed by instructors. Teachers allocate time to generate, produce, disseminate, and collect these materials. Instructors also oversee their pupils' compliance with these materials. However, pupils are solely responsible for answering the modules, with only their parents and guardians available for assistance. However, some parents and guardians may be unwilling to assist, particularly when the difficulty level of the materials surpasses their ability to handle.

Effective teaching approaches enable the achievement of modular and flexible implementation. The objective for English teachers is to sustain the progress of language acquisition, involve students in tasks that enhance their linguistic abilities, and foster the development of academic language necessary for achieving success in grade-level subjects. Additional responsibilities are assigned to both the school and the household. Both the educator and parents must have equal responsibility to maximize learning, even within the limitations of one's own home. It is necessary to thoroughly and systematically assess the factors that could impact the modular learning delivery of English teachers to their students. This evaluation will give an overview of the distance learning situation in Bulan, Sorsogon. Given the novelty and sudden implementation of this teaching system in response to the ongoing public health emergency, the findings of this study could have substantial implications for enhancing its structure. This is particularly important while the duration of the pandemic remains uncertain. Consequently, this inquiry was conducted.

This study explored the modular learning delivery of English teachers during Distance Learning Mode in Bulan District I-IV, Bulan, Sorsogon in 2021-2022.

Specifically, it sought to answer the following questions:

1. What are the modes of teaching utilized by Bulan District English teachers in distance learning?
2. What is the extent of manifestation of the interaction between the parent and the learner in using Modular Learning Distance Modality as assessed by the teacher and parent along?
 - a. mechanisms in distribution and retrieval of modules,
 - b. instruction and completion of the module
 - c. active and personalized learning
 - d. assessment

MATERIALS AND METHOD

Participants

There were two groups of respondent: 60 Grade 6 English teachers and 60 Grade 6 parents who responded to the survey questionnaire, all came from the four sub-districts (Bulan I-IV) of Bulan District, Sorsogon Province Division. There were 120 total respondents. Likewise, nine Grade 6 teachers were purposively chosen to undergo the interview sessions and they were treated as participants.

Instruments

The main instruments used in gathering data were the transcriptions of the five interview sessions conducted and the two sets of researcher-made survey questionnaire. The transcriptions were the proceedings of the five interview sessions conducted. There were 88 pages transcribed for the five interview sessions. These transcriptions were the main instruments in the content analysis conducted to skim qualitative data such as the strategies used by the English teachers in dealing with the distance learning during the COVID 19 pandemic.

Another instrument utilized by this present study was the two sets of researcher-made survey questionnaire which contained the extent of manifestation between the parent and the learner in using Modular Learning

Distance Modality as assessed by the teacher and the parents along mechanisms in distribution and retrieval of modules, instruction and completion of module, active and personalized learning and learning assessment. Each of these variables has ten indicators for that of teachers' and seven indicators for that of parents. These indicators reveal situations according to variable. Also, the said questionnaires were modified according to the group of respondents. For the English teachers, the survey-questionnaire used English language and the indicators were aligned according to the role as teacher; while the parents answered a survey-questionnaire for parents written in the local vernacular of Bulan to make the indicators clearer to the specific respondents. These indicators were also aligned according to the role of parents in the studies of their children in the distance learning setup.

The researcher with the assistance of the adviser drafted the two sets of survey-questionnaires for the teachers and the parents. Likewise, the Interview Guide Questions for Teachers was also crafted by the researcher with the assistance of his adviser. The crafted initial drafts of the survey-questionnaire and interview guide underwent several revisions and dry run activities. After the dry run, the vague and unclear portions of the questionnaire were improved and revised upon approval of the adviser and the final copy was presented to the panel members before the actual conduct of the survey. These activities were done from December to January before the actual data gathering procedures were done.

RESULTS AND DISCUSSION

1. Modes of Teaching Utilized by Bulan District English teachers in distance learning

Table 1 displays the modes of teaching utilized by Bulan District English teachers in distance learning. It can be seen from the table that the most mode that they utilize was Modular Teaching with a frequency of 25 and placed first in the rank. This is followed by Home-Based Reading Intervention which gained 23 respondents and place second in the rank.

Table 1. Modes of Teaching Utilized by Bulan District English teachers in distance learning during the COVID-19 pandemic

Modes of Teaching	F	Rank
1. Modular Teaching	25	1
2. Home Visits	23	2
3. Creating Social Media Account	22	3
4. Learning Support System (Scaffolding, Feedback, and Counselling)	20	4

5. Home-Based Reading Intervention	16	5
6. Limited Face-to-Face to the Low-Risk Area	4	6
7. Training Parents to be Para-Teachers	2	7
8. Others (per suggested by the respondents)	1	8
a. Providing supplementary reading materials		

The data indicates that English teachers predominantly utilized modular teaching as the primary technique to ensure educational continuity during the ongoing pandemic. Modular Teaching is an instructional approach promoted by DepEd in order to address the demand for a new learning modality during pandemics. This teaching arrangement is designed for learners who lack internet connectivity at home, specifically those from Bulan I District. These printed resources are often produced by teachers and are provided by DepEd. Teachers and parents coordinate the logistics (time and location) for the delivery and collection of these modules by the teachers. It is imperative that they adhere to the current IATF Guidelines regarding the basic health measures. Typically, teachers in coastal areas of Bulan I District make a concerted effort to deliver printed materials directly to the homes of their students. Occasionally, they convene at educational institutions for individuals who live in close proximity to said institutions.

Printed modular teaching allows learners to engage in independent learning, tailoring their pace, preferences, time, and level to their own needs. The individuals originated from the DepEd Central Office. The documents are delivered to the appropriate division offices for adjustments in order to adhere to the principles of contextualization and localization. One aspect to consider is the utilization of suitable language, particularly for primary grades 1-3, where the Mother Tongue-Based Multi-Lingual Education (MTB-MLE) is employed as the medium of instruction. Typically, teachers create their own modules or learning activity sheets (LAS) specifically for their students, particularly when they observe that the provided modules are not suitable for their students' level and interests. When teachers plan their modules/LAS, they consider the structure in which they will deliver the lesson. This mirrors the instructional format of a conventional classroom, where the teacher is physically present. In order to streamline the teacher's workload, they choose for activity sheets as a substitute for creating modules. Modular Learning is the most expedient approach to implementing the DepEd's Learning Continuity Plan

(LCP) when a significant number of schools and households are unprepared for technology-based remote learning. It is the prevailing option adopted by instructors in such circumstances.

The core principle of modularization is that students are placed at the focal point of the teaching-learning process. It requires a classroom setting where students are actively involved in transmitting knowledge to a facilitator of their learning. In addition, modularization necessitates ongoing monitoring and evaluation to ensure the monitoring of students' development throughout the modular learning process.

This also suggests that teachers must constantly acquire, renew, and enhance their competence to keep up with the requirements of this novel method of delivering education. Moreover, this indicates that the achievement of the DepEd objectives, vision, and mission will be accomplished by the combined efforts of teachers, parents, and students in adapting to the new learning approach during the pandemic. By demonstrating optimism and embracing the strategic plan devised by the DepEd for implementing remote learning, we can ensure the provision of quality education. This will enable us to achieve our goal of producing high-caliber graduates who will contribute positively to our nation.

Dangle and Sumaong (2020) discovered that the majority of parents prioritize Modular Distance Learning over Online or Blended Learning due to concerns about their children's health and safety. Modular Learning was also preferred by parents who lacked access to dependable internet or resided in areas where this type of internet connection was not yet available. Similarly, certain parents are unable to financially afford purchasing a device for their children to utilize for educational purposes during online sessions. Additionally, they revealed that certain parents encounter challenges comprehending the contents of the modules when aiding their children in completing these modules. Time constraints posed a challenge for certain parents, as they had other work and responsibilities to

attend to, in addition to supporting their children in their Modular Learning. Parents also expressed dissatisfaction with the excessive number of exercises included in the module, as well as their children's lack of enthusiasm and concentration to complete the modules. According to a poll done by the Department of Education (DepEd), parents who enrolled their children for the upcoming school year showed a preference for learning through printed and digital modules as a distant learning technique, as stated in Bernardo's (2020) article. Teachers should evaluate these challenges in order to develop effective techniques that address potential obstacles to their learners' Modular Learning.

The English teachers of the Bulan I District regarded Home Visits as the next highest priority. This is the teacher's endeavor to regularly visit the student's house and allocate some time to provide extensive instruction and monitor their progress. By implementing this practice on a weekly basis, students will receive regular monitoring and support to enhance their understanding of the new educational approach. Home visits are conducted concurrently with the distribution of the printed modules. They seize the opportunity to engage in direct communication with parents and their children over their modular learning.

This is done to capitalize on the opportunity presented when they encounter both the parents and their students. This presents a favorable opportunity to assess the overall advancement of their students. The teacher's presence holds great importance for both parents and their children. These actions can create a sense of remembrance and motivation for learners, as they witness their teachers making home visits.

Due to the current epidemic, the usual method of teaching is temporarily impractical. As a result, teachers are prioritizing home visiting as a technique to consistently provide the desired instruction for students to ponder and accept. By conducting regular home visits, we are able to consistently assess and evaluate students' performance, as well as identify their strengths and weaknesses. As a result, we can provide each learner with consistent and fair feedback.

This technique serves as a helpful tool for continuously monitoring and tracking the progress of children and parents at home. It allows for regular updates and evaluations of the student's performance, as well as providing the necessary direction. This suggests that

even when teachers rarely visit students at home, the students are still effectively directed, motivated, and inspired to complete the assigned learning tasks. This is achieved by the teacher's presence and the significant amount of time they spend with the students.

According to the English teachers, starting a social media account is considered the third most effective strategy. This is a highly effective method of arranging individuals engaged in the process of education, including parents and the learners themselves. The methods employed to interact, provide updates, and offer feedback to parents and learners include group chat, messenger, Facebook group account, and SMS. Teachers require a support system from both parents and students in order to facilitate the teaching-learning process smoothly. This is particularly crucial for collecting and obtaining the printed modules, as well as a handy method for addressing questions and problems about the learners' home-based learning. In order to ensure the efficiency of group chats and social media accounts, teachers must remain vigilant for any incoming communications from parents and co-teachers. Some educators attempt to engage with their students via social media platforms by holding brief instructional sessions, as video and lengthy audio calls may be impeded by the prevalent issue of sluggish internet connectivity in these locations.

The establishment of a collective social media account can have a significant impact on individuals' educational development. This can facilitate the transmission of messages and the dissemination of educational concepts to pupils by means of their parents. Parents and kids are consistently informed about educational matters and worries. Similarly, kids are well-informed, actively participating, and fully engaged in all educational activities organized by the school throughout this pandemic.

During the epidemic, social media has become widely used for educational purposes, allowing ongoing access to comments and insights to enhance collaboration. Establishing social media profiles for instructors and students as a means of communication in the teaching-learning process will facilitate connection, foster creativity, encourage involvement, promote engagement, and facilitate learning.

According to the study conducted by Dangle and Sumaong (2020), the majority of parents (79%) reported

no challenges in adhering to the predetermined timetable for collecting and submitting their children's learning materials. Parents are utilizing various platforms such as text messaging, phone calls, and social media, particularly Messenger, to engage with their children's teachers. The majority of respondents indicated that their children's teachers are easily accessible. Nevertheless, certain parents have expressed concerns with the delayed response from certain teachers and the occasional unavailability due to poor internet connectivity.

The teachers regarded the learning support system (Scaffolding, Feedback, and Counselling) as the subsequent priority. Within the context of Distance Learning, the Learning Support System is an initiative implemented by instructors to provide various learning resources in order to achieve the objectives of the Learning Continuity Plan of the Department of Education (DepEd).

Garrison and Baynton (1987) define learner support as the provision of resources that learners can utilize to facilitate their learning activities. This project is crucial for enhancing the effectiveness of learning, especially in the absence of a traditional classroom setting. Additional resources and tactics must be expanded in order to ensure excellent learning outcomes for the students.

Due to the lack of suitable technology for implementing a blended learning approach, teachers have limited

options for the learning support system. They utilize the available resources to their fullest potential. Learning support is an essential element of a productive learning environment and centers around the actions that a teacher can do to assist learners beyond the formal instruction of subject and skill building (Bates, 2014).

2. The extent of manifestation of the interaction between the parent and the learner

This portion covered the extent of manifestation of the interactions between parents and learners in using the Distance Learning Delivery Modality as assessed by teachers and parents along the mechanism in distribution and retrieval of modules, instruction and completion of the module, active and personalized learning, and learning assessment. The weighted mean was used in analyzing the data.

The mechanism in distribution and retrieval of modules. Tables 2 indicates the extent of manifestation of the interactions between parents and learners along with the mechanism of distribution and retrieval of modules as assessed by teachers. The data showed that generally the teachers strongly agree with an overall weighted mean of 4.57 that there is a mechanism in the distribution and delivery of modules. In particular, the strong agreement was on the scheduled day and time as well as the signing on the attendance sheet by the parents for the distribution and retrieval of the modules with a weighted mean of 4.88. However, there was an agreement on seeking assistance from SK officials and BLGU in monitoring the learners with a weighted mean of 4.23.

Table 2. Mechanism in distribution and Retrieval of Modules as assessed by the teachers

Indicators	WM	Interpretation
1. We, the teacher, and parents/guardians identify a day/ time for the distribution and retrieval of the module.	4.88	Strongly Agree
2. We form a social media group to access/facilitate close communication with both parents and students.	4.52	Strongly Agree
3. We coordinate with the barangay officials for information dissemination and engagement to the school activity for distribution and retrieval of the module.	4.62	Strongly Agree
4. We agree to meet on the approved scheduled date and time for the distribution and retrieval of the module.	4.63	Strongly Agree
5. We organize a pickup date to get and retrieve the module in the school.	4.77	Strongly Agree
6. I let the parents/guardians sign on the attendance sheet for the distribution and retrieval of the module.	4.88	Strongly Agree
7. I seek assistance from SK Officials and BLGU in monitoring the learners.	4.23	Agree
8. I put up mechanisms to regularly communicate or coordinate with parents/guardians.	4.6	Strongly Agree

9. I return the retrieved unanswered modules to parents to let their children answer again all the tasks given in the module.	4.4	Agree
10. I visit the place of the parents/guardians who forget to submit it on the scheduled day/time.	4.18	Agree
Overall Weighted Mean	4.57	Strongly Agree

It means that the teachers were compliant with the DepEd directives which upon distribution of materials, the focal person and teacher/adviser shall see to it that the Self-Learning Modules (SLMs) were already assigned to a particular learner indicating the number/code of the SLMs and his/her name on the list. The teacher/adviser may facilitate the recording by having the receiver sign in the logbook/record book to be kept by the school property custodian and the teacher/adviser. Also, the schedule of the distribution and retrieval of SLMs shall be made available and clear to the parents especially for the SLMs that will be transferred to another learner within the year particularly TLE modules. The teacher/adviser should encourage the learners/parents to return the SLMs on the designated schedule through their parents or anybody assigned to return the materials.

This means teachers must be well-organized and well-systematic in applying mechanisms in the distribution and delivery of modules to parents so that both will be doing such an orderly manner of the new daily routine for this new normal way of delivering quality instructions to our students. Furthermore, with this kind of mechanism applied in the school, this will surely facilitate a smooth flow of good follow-ups to teacher-parent to our students.

It would imply that having this kind of practice would mean effective delivery of instructions to our students though teachers seldom visit them at home. Teachers continuously gave the positive impact of right education since there were possible ways and varied strategies to endure to positively accept different situations despite this pandemic.

The finding was supported by the study of Van de Vord, 2010 and Klímová (2015) that the problem of distance learning was that most participants have no practical experience with this form of teaching. This led to worse results for distance students. Students need not only to prepare quality teaching materials but also to adapt their teaching methods.

A study conducted by Ventayin (2018) on the readiness of DepEd Teachers to online teaching, showed that despite the limited experience in distance education such as technical skills, time management, knowledge, and attitude in online education, they were still able to cope with the trends in distance learning. Moreover, readiness and satisfaction levels were also found among prospective teachers in other countries like Turkey and Thailand in terms of web-based education (Ozturk, Ozturk & Ozen, 2018; Akarawang, Kidrakran & Nuangchalerm, 2015). Further, in the study on the response from 205 online faculty of higher institutions in the United States in terms of readiness, attitude, and ability to teach online in terms of course design, course communication, time management, and technical aspects most of the responses were rated high (Martin, Budhrani & Wang (2019).

Table 3 shows the mechanism in the distribution and retrieval of modules as assessed by the parents. The data showed that generally the parents strongly agree that there was a mechanism for the distribution and retrieval of modules with an overall weighted mean of 4.66. The highest weighted mean of 4.82 was given to the agreed scheduled dates and days for the distribution and retrieval of modules in the school that is strongly agreed. However, they agreed on following the rules and regulations implemented by the teacher in the classroom like forming lines observing social distancing, waiting for my turn in returning, and getting the modules has the lowest weighted mean of 4.30.

This means that parents participated in the suggested ways given by the teacher in continuing education to their children. Parents have been supportive and participative to whatever good plans shared by the teachers for they know this kind of mechanism in delivering and retrieval of modules as a practice in a school in this time of pandemic would mean good positive results in giving and continuing education.

It would imply that if parents would continuously give support and share a positive impact on teachers, the delivery of instruction to students despite pandemic would greatly be made good outcomes and effect to both

teachers and students. Further, the presence of the parents to whatever ways and goals of the school and the

teachers, would mean somewhat full reasonable and sensible plans and actions to all persons involved.

Table 3. The mechanism in distribution and retrieval of modules as assessed by the parents

Indicators	WM	Interpretation
1. I know the agreed scheduled dates and days for the distribution and retrieval of modules in the school.	4.82	Strongly Agree
2. I join in the social media applications made by the teacher for easy facilitation of the communications.	4.42	Agree
3. I cooperate with the teacher-adviser that he/she made with coordination to the barangay for the information given to the barangay officials to be given to us, parents, and students.	4.67	Strongly Agree
4. I agree with the approved date and days for the distribution and retrieval of the modules.	4.70	Strongly Agree
5. I positively sign the attendance sheet made by the teacher during the distribution and retrieval of modules.	4.70	Strongly Agree
6. I support the right health protocols implemented by the school when getting and returning modules by our children.	4.63	Strongly Agree
7. I follow the rules and regulations implemented by the teacher in the classroom like forming lines observing social distancing, waiting for my turn in returning, and getting the modules.	4.30	Agree
Overall Weighted Mean	4.66	Strongly Agree

The finding was supported by the study of Singh et al. (2017) that support from stakeholders, accessibility, and culture-based learning objectives were critical factors in institutional leadership and management among higher educational institutions that are adopting e-learning.

Instruction and completion of the module. Table 3 displays the extent of manifestation of the interactions between parents and learners along instruction and completion of the module as assessed by teachers. It can be inferred from the table that relative to instruction and completion of the module, the teachers strongly agree that varied means of communication are utilized if queries from the learners arose with a weighted mean of 4.70. Then, the prepared learning module stresses the

development of critical thinking among the learners which they assessed with a weighted mean of 4.70 which is described as strongly agree.

On the other hand, the teachers agree that there is a consideration in integrating difficult concepts in the module with a weighted mean of 4.43. Overall, there is a strong agreement with an average of 4.56 that those instructions are clear among the learners in the completion of modules. This means that for teachers before, during, and after the preparation of the learning modules, the whole content of the module will surely be quality assured and validated by the higher authorities in the system.

Table 3. Instruction and completion of the module as assessed by teachers

Indicators	WM	Interpretation
1. I answer queries about modules thru any means of communication.	4.7	Strongly Agree
2. I follow up with learners thru any means of communication and give instructions to learners needing assistance.	4.62	Strongly Agree
3. I provide instructions on how the module will be answered/completed.	4.6	Strongly Agree
4. I ask the parent/guardian to read all the learning objectives of the lesson found in the module so that students have set their minds and goals in their learning tasks.	4.53	Strongly Agree
5. I make sure that the content of the learning module per lesson considers the learning pace of my students.	4.58	Strongly Agree

6. My learning module uses various presentation formats to appeal to different student learning styles and abilities.	4.53	Strongly Agree
7. My learning module considers difficult concepts in a variety of ways.	4.43	Agree
8. There is a good flow among topics covered and activities are sequentially logical in my learning module.	4.55	Strongly Agree
9. I explain to parent/guardian that there is a clear connection/relationship between and among lesson objectives, content, and the materials used.	4.53	Strongly Agree
10. My prepared learning module stresses the development of critical thinking by challenging learners to understand complex ideas, analyze, compare/contrast, evaluate arguments considering different perspectives and draw conclusions.	4.7	Strongly Agree
Overall Weighted Mean	4.56	Strongly Agree

It made sure that it will all cater to the need of the students in varied ways, considering the learning concepts and the tasks to be presented in the module. Moreover, teachers make ways to grapple with all the queries, comments, and suggestions given by the parents and students in the completion of the task with the module. There are always possible and achievable ways and means to address all concerned issues regarding instructional delivery.

It would imply that delivering instructions to students can be taken in different ways, the main concern is that instructions can be positively given, delivered, and accepted freely and willingly by the teachers and students, respectively. Varied strategies in imparting the learning concepts can be employed by the teachers to pursue education amid pandemics.

The finding was supported by the study of some scholars who believe that the loss of face-to-face interaction can inhibit the development of social skills. For example, Healy (1990), whose primary focus is elementary and secondary schools, states, "Particularly at risk is the ability for language-related learning (e.g., Reading, writing, analytic reasoning, and expression), sustained attention, and problem-solving"(p. 46). Yet many students may be slow to learn these skills in ground-based courses as well. Both settings still require instructors who can motivate, encourage, and facilitate the learning of these essential skills.

Nevertheless, in the study of McNeil (1990), he emphasized that in addition to ongoing training opportunities for distance educators, adequate support services must be in place to sustain faculty motivation and satisfaction. This is especially critical for computer-assisted programs. These services include information about updated hardware and software, technical assistance, maintenance and repair of equipment,

communication with vendors, acquisition, and cataloging of materials, demonstrating of new hardware and software, and establishing standards and procedures.

Table 4 shows the instruction and completion of the module as assessed by the parents. It can be gleaned from the table that the parents strongly agree with the weighted mean of 4.63 that they tried to explain to the learner the given instructions in the module. However, they agree that all the modules are answered by them then self-check based on the key to corrections included in the module with the lowest weighted mean of 4.45. Generally, the parents assessed the instruction and completion of the module with an overall weighted mean of 4.53 which is interpreted as strongly agree.

This means that the role of the parents in this kind of new way of learning modality has a great responsibility in improving the quality of learning of our students. The parents' role of helping their children in molding and honing their children to become spiritually, morally, and academically motivated will be of great importance on the part of the teachers for they seldom teach the students due to limited face-to-face interaction.

It would imply that the idea of being a teacher-parent is of great benefit because he/she can academically guide his/her children. As the school and the teachers trained them to become para-teachers, it was not only the students have been gaining proper education. However, parents became also literate in different ways for different learning concepts have been shared with them and the right full learning will be inculcated to our students.

The finding was supported by the study of Mascreen, Pai, and Pai (2012) and Harackiewicz, Smith, and Priniski (2016) that building a positive attitude in doing

activities through distance learning should also be taught to students to work at their own pace. The students'

activities and homework should also be interactive and suited to the learners to catch their interest.

Table 4. Instruction and completion of the module as assessed by parents

Indicators	WM	Interpretation
1. I ask the teacher-adviser of my child/children where they found difficulty in answering the modules using cellphone by texting or using the social media account of the teacher concerned.	4.58	Strongly Agree
2. I try to explain the given instructions in the module which I have gotten from the teacher.	4.63	Strongly Agree
3. I read all the instructions written in the modules to my children for a better understanding of the learning tasks to be done.	4.52	Strongly Agree
4. I make sure that my children can answer all the activities presented thru pictures in the given module.	4.50	Strongly Agree
5. I check one by one per page if all the tasks in the modules given by the teachers are answered by our children.	4.50	Strongly Agree
6. I tell my children that there is a time limit in answering for each module so that they can meet the deadlines for submission of the answered modules.	4.55	Strongly Agree
7. In the end, after making sure all the modules are answered by them, we both find time to self-check the answered modules based on the attached key to corrections.	4.45	Agree
Overall Weighted Mean	4.53	Strongly Agree

Active and personalized learning. Table 5 indicates the extent of manifestation of the interactions between parents and learners along with active and personalized learning as assessed by teachers. The data revealed that generally, the teachers agree that there was active and personalized learning since the overall weighted mean is 4.49.

Specifically, the strong agreement was on the provision of inputs on how learning may be assessed after the module with a weighted mean of 4.70. Also, the teachers strongly agree with a weighted mean of 4.72 that ample time is given to the learners to cope with the learning difficulties during home visitation. Consequently, the home visitation to students to conduct follow-up to give learning tips and advice is given a weighted mean of 4.22 which is described as agreeing.

This means that teachers need to be more innovative and active in creating personalized learning so that designing, developing, and analyzing individual and collaborative learning activities will make increase its output and completely commendatory effect.

It would imply that teachers need to be flexible in any kind of school learning situation in dealing with our students. As the teachers became committed and efficient in making their tasks fully accomplished in realizing the goals for the daily routinary activities, the

students would benefit in this hard time situations like this pandemic. Hence, as the teachers are dedicated to making learning happen, the goal of education to produce quality graduates and good citizens would be realized.

However, according to McPhee (2012), that distance learning is difficult for the students. The most important problem lies in the abilities of students to manage their studies. Part of students is unable to plan a well-proportioned schedule for learning. They often start to learn at the end of the semester before the course exam. They are requested to finish successfully courses and that is why they don't have enough time to complete all course requirements, and often they fail in the whole study. Moreover, the study of the first semester is the most problematic period of study. Many such students interrupt their studies during this period. One of the reasons is wrong information and incorrect idea about distance learning (Levy, 2007).

The study on distance education by Fedina et al. (2017) that readiness found 90% of the total special education and preschool teachers surveyed got motivated to implement distance education despite having diverse students, lack of specialists, home-schooled, under long medical treatment, attending short stay with group or family and private school. Likewise, in another study conducted by Movkebayeva et al. (2018), mentors show

a positive attitude and motivation to teach university students special needs like hearing and the visually impaired despite the risk and challenges in learning

materials, pedagogy, monitoring, implementation, and psychological understanding.

Table 5. Active and Personalized Learning as assessed by teachers

Indicators	WM	Interpretation
1. My students are actively reading/writing or utilizing other forms of self-expression while listening.	4.70	Strongly Agree
2. My students are given opportunities to gather information, synthesize, analyze, and solve problems.	4.58	Strongly agree
3. My students are engaged in collaborative learning activities (e.g., paired, or small group activities)	4.48	Agree
4. My students have opportunities to customize their learning by having assignments tailored to their learning interests and needs.	4.47	Agree
5. My students are participating in designing, developing, performing, and reflecting based on the learning they gained after listening.	4.50	Strongly Agree
6. My students are supervised by their parents/guardians to focus on reading the learning module and answering learning activities.	4.37	Agree
7. My learners' parents /guardians seem to express enthusiasm in guiding them to read the learning module and answer learning activities.	4.22	Agree
8. My students and their parents /guardians set up time management in reading and answering activities in the learning module.	4.51	Strongly agree
9. My students are engaged in the materials because the assignment provided in the module are learner-centered.	4.72	Strongly agree
10. I entertain queries of parent/guardian and student during home visitation or thru social media (text, messenger, group chat, etc.) for a clearer understanding of the module.	4.38	Agree
Overall Weighted Mean	4.49	Agree

While Asian students and their families may believe that one-to-one and small group tutoring boosts academic achievement (Zhan et al., 2013).

Research shows that the reduction in class size alone is insufficient to promote (Byun, 2014; Byun & Park, 2012; Zhang & Liu, 2016). Adaptive learning may be a new solution for ensuring rigor in students' tutoring experiences.

Table 6 shows active and personalized learning as assessed by the parents. In terms of active and personalized learning, the parents strongly agree that guidance was given to the children in using the allotted time in doing the learning tasks written in the module, and a good ambiance or space was provided at home to the children to do comfortably the task to be made in the module which both have the highest weighted mean of 4.65. Overall, the parents agreed strongly that there is active and personalized learning of the children which is assisted by them with an average of 4.60.

This means that strong support and assistance given by the parents to their children in motivating them to involve and engage in the learning process, especially in the distance learning delivery modality school practices are really of great sense.

Hence, this means students can do great things and accomplishments in all the individual tasks given to them for they have intense support from their loved ones.

It would imply that parents can be a determining factor in this time of pandemic to aid their children to become independent learners during this difficult time of studying at home but still with their usual guidance.

Students would develop discipline and self-commitment to strive harder and manifest positivity about individualized learning.

Table 6. Active and personalized learning as assessed by parents

Indicators	WM	Interpretation
1. I ask my children to follow the prepared schedule in answering each module.	4.60	Strongly Agree
2. I guide my children to use the allotted time in doing the learning tasks written in the module.	4.65	Strongly Agree
3. I help my children to fully understand the content of the modules by explaining to them the very difficult concepts and questions.	4.60	Strongly Agree
4. I read the other concepts in the modules if there is a need for me as a parent to read the selection; I listen also to him/her when he/she reads and explains the context.	4.52	Strongly Agree
5. I let my children feel the importance of reading and writing using the module.	4.60	Strongly Agree
6. I text the teacher-adviser about the query of my children which I do not understand as well as the task or activity in the module.	4.55	Strongly Agree
7. I give a good ambiance or space here at home for all my children to do comfortably the task to be made in the module.	4.65	Strongly Agree
Overall Weighted Mean	4.60	Strongly Agree

The finding was supported by the recent study by Pane et al., 2017 found that over two years, personalized learning had positive effects on student mathematics and reading performance. Further, the lowest-performing students made substantial gains relative to their peers (Pane et al., 2017).

Learning Assessment. Table 7 indicates the extent of manifestation of the interactions between parents and learners along with learning assessment as assessed by teachers.

Table 7. Learning Assessment as assessed by teachers

Indicators	WM	Interpretation
I provide inputs on how learning shall be assessed at the end of the lesson of the learning module.	4.70	Strongly Agree
I use varied assessment strategies and presents rubrics if necessary.	4.62	Strongly Agree
I provide assignments as reinforcement activities to measure the learner's understanding of the lesson.	4.60	Strongly Agree
The assignment given is adequately challenging and is required within a reasonable time frame.	4.53	Strongly Agree
I give additional activity sheets for mastery of the skills of the varied competencies in the MELC.	4.58	Strongly Agree
I used to take down notes to the topics which my students find it difficult to answer.	4.53	Strongly Agree
I visit my students at home for follow-ups and give some learning tips and advice.	4.43	Agree
I contact the parents thru texts and messenger for personal updates on the status of learning and answering the modules.	4.55	Strongly Agree
I give more time during home visitation to students with learning difficulties to have ample time for discussion in the task of the module.	4.53	Strongly Agree
I give a form of template of the activities, where the parents upon self-checking of its module answered by their children, to jot down the learning difficulties encountered by their children as the basis for further assistance/improvement.	4.70	Strongly Agree
Overall Weighted Mean	4.56	Strongly Agree

It can be noticed from the table that along with learning assessment, the teachers strongly agree that they provide inputs on how learning shall be assessed at the end of the lesson of the learning module and give a form of template of the activities, where the parents upon self-checking of its module answered by their children, to jot

down the learning difficulties encountered by their children as the basis for further assistance with both have a highest weighted mean of 4.70. However, they agree on visiting the students at home for follow-ups and giving some learning tips and advice with the lowest weighted mean of 4.43.

This means that teachers need to often assess the performance of the students to determine their strengths and weaknesses, hence, this could partially help the teachers gauge where and how to assist the students in this new learning modality. Teachers are not that reluctant to give a helping hand to optimistically overcome such struggles in the teaching-learning process.

It would imply that through this learning assessment given by the teachers to the students, accurate assistance and precise technical backing will be made possible. Notwithstanding, a concrete piece of advice will always be given to students who need learning support and guidance.

The finding was supported by the study of Wood (1996) that the student needed to receive prompt feedback in any institutional setting, particularly in distance learning where the learner is impaired by the lack of casual contact with the teacher and other students. This is especially important for those students who live outside metropolitan areas. They may not have access to reliable telecommunications, computers, and postal mail. The frustrations resulting from problems with

communication between students and academic institutions are factors of which distance education planners should be aware.

Table 8 reveals that generally the parents strongly agree with the teachers that there is a learning assessment with an overall weighted mean of 4.60. For instance, they strongly agree that they use more examples when the answers given by the learner is incorrect until he/she understands the right concept and double-check/check one-by-one the module per subject if the children can respond to all the questions written in the module have the highest weighted mean of 4.72. Meanwhile, the parents agree that there are other possible ways in checking the module of the learner and there is a need to strategize because sometimes they get bored which is the lowest weighted mean of 4.43.

This means that parents support any learning assessments given by the teachers to their children. Furthermore, varied forms of technical assistance made by the teachers are to be strongly supported by the parents for they positively know that assessments particularly habituated are cognizant to the development of the mental aspects and behavior of students.

Table 8. Learning Assessment as assessed by parents

Indicators	WM	Interpretation
1. After my children can answer the activities in the module, I get the answer key attached to the module then we both check the answers.	4.70	Strongly Agree
2. I think of other possible ways in checking the module of my children; I need to strategize because sometimes they get bored.	4.43	Agree
3. When I find that the answers given by my children are incorrect, I use more examples until he/she understands the right concept.	4.72	Strongly Agree
4. I use the monitoring tool(paper/form/template) that the teacher is given to me so that I may be able to write all the difficult activities which my children find hard in answering.	4.55	Strongly Agree
5. I usually listen to the teacher when he/she visited at home in explaining hard topics or difficult learning concepts.	4.60	Strongly Agree
6. I also ask my children to answer the Learning Activity Sheets given by their teacher aside from the module.	4.52	Strongly Agree
7. I double-check/check one-by-one the module per subject if my children can respond to all the questions written in the module.	4.72	Strongly Agree
Overall Weighted Mean	4.60	Strongly Agree

Likewise, parents were aware that anything that gauges their children's performance in school would greatly contribute to their children's growth and development.

It would imply that parents played a big role in their children's learning assessment for they served as

facilitators in the absence of the teachers in the distance learning delivery modality being practiced nowadays in this time of the pandemic. With the learning assessment given by the teachers, parents could also determine the knowledge gained by their children. Henceforth, as parents, they could already conceivably boost the

enthusiasm of their children to develop study habits and further improve their learning skills. When real learning takes place, tension is felt between the learner and the source of new information - a dynamic that demands an engagement between student and stimulus, which was at the very crux of the learning process. Effective instructional materials assist the distance learner, having reflected on acquired knowledge, to proceed independently to the next stage.

CONCLUSION AND RECOMMENDATION

Teachers need to be trained so that they can be empowered to face the different challenges they encounter while undertaking their duties and responsibilities to meet the goals of Modular Distance Learning. This new setup was new to everyone, especially it was only today that this pandemic happened and almost paralyzed not only the health system of the country but as well as the education system. There is no other way to address deficiencies but to conduct different pieces of training that will allow teachers to maximize their potential in facing the challenges of Modulate Distance Learning. Even without the use of highfalutin technology, with the achievement of the goals of this training, learning may continue if teachers are fully equipped with skills and strategies, they need to make teaching and learning successful amidst pandemics.

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