

*Gains and Losses of Printed Modular Distance Learning Modality: Perspectives from Parents
of Key Stage 1 Learners*

Dissertation Proposal
Qualitative Research Course

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Abstract

On the onset of the pandemic, the schools were closed and the general modality used to continue the delivery of education to the learners is by using the Printed Modular Distance Learning (PMDL). This modality has been through a lot of issues like the erroneous contents, misprinted images, insufficient numbers, overlapping learning activities, and the parents' negative feedback. On the other hand, based on observations, this modality also gave some advantages like strengthening the bonding between the parents and learners as they perform together in answering the activities in the printed modules. There are some glaring advantages or benefits, and also with disadvantages or setbacks in the implementation of Printed Modular Distance Learning. The researcher conducted an in-depth investigation as to the truthfulness of the issues heard about the PMDL and confirmed the prevailing issues from the perspective of the parents themselves. It was revealed in this study that parents are learning with the child as well while doing the modules. Furthermore, some parents felt that their relationship with their children was strengthened and some parents see the convenience of distance learning modality. Moreover, they also acknowledge the irreplaceable roles of teachers and recognized as well the efforts made by DepEd to continue the education amidst the pandemic. On the other hand, this study also revealed that parents affirmed that the quality of learning as an effect of the modular learning deteriorated. They added that their children were less motivated to learn in modular way. Hence, it made them feel emotionally and physically stress and worst, it added to their expenses for they hired somebody to answer the module of their children. This research is a phenomenological design that patterned the Moustakas' (1994) data analysis procedure. The result of this study would help DepEd personnel like teachers, school heads and supervisors to make interventions to fill the gaps of learning brought by distance learning modality particularly the use of modules and sustain the identified gains.

Keywords:

Gains, Losses, Printed Modular Distance Learning

Introduction

Teaching and learning process in the time of pandemic had been through tremendous challenges. Schools were closed due to restrictions made by authorities to prevent learners from virus infections. Due to the situation, distance learning has become the sole option to continue the mandate of the schools, the continuity of education amidst the pandemic. Even though a lot of countries around the world confronted with serious challenges to continue education during the pandemic, learning must take place (Dangle & Sumaoang, 2020). Distance learning used a variety of teaching modalities like Radio and TV-based instructions, Online classes and Printed Modules. Among these modalities, online class may be the most efficient way of teaching in lieu to the face-to-face set up of teaching. However, based on the SWS (2020) survey only 14% of the total school-age children could participate in the online synchronous and asynchronous classes. This implies that the majority of the learners were not interacting synchronously with teachers in their learning journey due to the absence of online access. With this reality, many learners and parents had no other choice than to use the Printed Modular Distance Learning (PMDL) Modality. Asian countries like India and the Philippines had applied Printed Modular Learning in education in lieu to the face-to-face classes which had found effective (Sejpal, 2013) and promising (Sadiq & Zamir 2014). Additionally, Sejpal (2013) postulated that Modular Learning facilitates reflective learning. Moreover, Korthagen et al. (2004), Ali et al. (2010) had proven in their studies that modular learning is potential to be more effective mode of instruction than the traditional teaching methods in basic education. These claims may be true to higher grades like high school and college learners who can already work independently, but for lower grades like the Key Stage 1 learners, it was a disaster. The findings of this study revealed the perspectives of parents on their negative impressions to the implementation of the Printed Modular Distance Learning Modality specifically

in terms of the learnings of their children in the Key Stage 1. Moreover, Talimodao & Madrigal (2021) claimed that teachers had encountered inadequacy and lack in the appropriateness of summative tests, activities, outputs, and post-test given to the learners. They added that the challenges encountered by the teachers in the quality and implementation of the PMDL can be best addressed through instructional supervision and provision of technical assistance from school administrators.

Background of the Study

The use of Printed Modular Distance Learning modality may have been effective in some specific points in the teaching and learning process. However, the researcher himself observed some gaps and serious issues in the implementation of the Printed Modular Distance Learning modality. Teachers had found that some learners were not the one doing their modules as revealed in their monitoring, assessment validation and limited provision of instructional assistance. There were also instances that learners returned their modules without answers even if the answer key was attached in the module. Presumably, this may be due to some parents' limited capacity to help their children do the activities in the module. This presumption was attested and confirmed honestly by the parents themselves as it was revealed in this study. Nonetheless, the researcher commended parents who were very instrumental in the learning of their children in the time of pandemic.

On the onset of the pandemic, parents became the partners in educating their children. They had been through challenges and struggles also in filling the roles of the teachers. This set-up may have some gains and losses on the parents end. With this, the researcher conducted an inquiry pertaining to the gains and losses of the Printed Modular Distance Learning (PMDL) modality through interviews from identified parents. The **Gains** refer to the good things or the advantages

brought by the Printed Modular Distance Learning to children and parents from the perspective of the parents themselves. Furthermore, while the **Losses** refer to the setbacks and disadvantages brought by the PMDL. The purpose of the researcher in doing this endeavor is to reveal the yields and setbacks brought by Printed Modular Distance Learning modality from the perspective of the parents of the Key Stage 1 learners. The outcomes of the study may be useful to schools in making some programs that may enhance the gains and address the losses. The gains can be sustained and nurtured. Hence, the losses can be the focus of future action plans for capacity development among parents and teachers as well.

Review of Related Literature

According to Anzaldo (2021), the new normal education adapting to blended learning modalities faced different challenges at first because of the risks of becoming infected with the virus. However, with the resilience of the education sectors in the Philippines, it is done systematically for the goal of continuing education despite the uncertainties brought by the pandemic. Similarly, Lindog (2021) explained that in Modular Distance Learning, learners engaged themselves in understanding the concepts presented in the module as they developed a sense of responsibility in learning on their own and in accomplishing the tasks provided in the module. Moreover, with limited assistance from the teacher, the learners progress on their own through the assistance of parents. She added that due to the health crisis, the SLMs for modular Distance Learning were the most convenient and appropriate to use for our learners to continue the learning process amidst the COVID-19 pandemic. However, Anzaldo (2021) found out that many teachers had negative impressions to the Modular Distance Learning because some activity sheets were answered by parents/guardians themselves and pupils had difficulty in answering the modules due to the absence of teachers.

Framework of the Study

The research framework of this study guided the researcher on how he went through the process of inquiry. He anchored on **Vygotsky’s theory of “Zone of Proximal Development”** which looks at the range of actions a child can perform alone and how individuals with better understanding of the world such as **parents** can guide and prompt their learning.

Figure 1.

Schematic Model of the Study

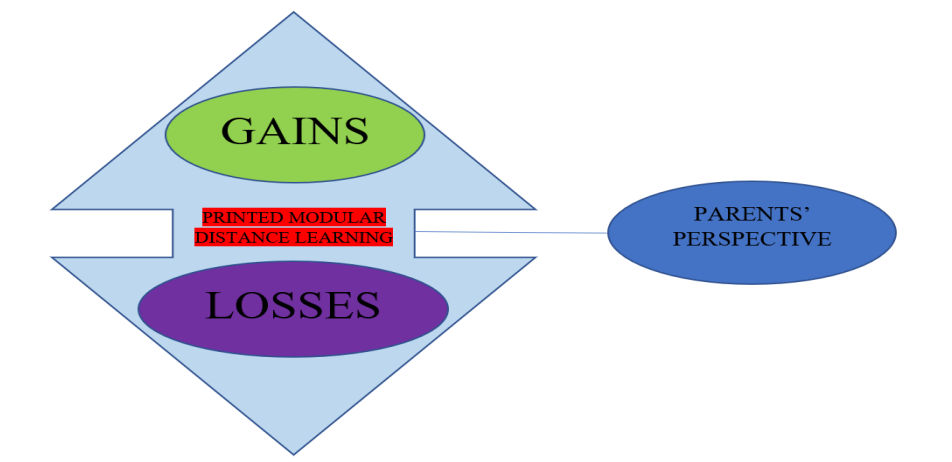


Figure 1 shows the schematic diagram of this study. The central focus as reflected in the model is the use of the Printed Modular Distance Learning which was being investigated to identify its gains and losses from the perspective of parents in the Key Stage 1 learners.

Statement of the Problem

This phenomenological study sought to get the narratives, stories and lived experiences of the identified parents during the onset of the home learning using the Printed Modular Distance Learning modality.

The **grand tour** question of this study to the parents was “What were your positive and negative impressions about the Printed Modular Distance Learning?”.

Specifically, this study found the answers of these following questions:

1. What are the good things parents could say about the implementation of the Modular Distance Learning Modality?
2. What are the negative impressions of parents in the implementation of the Modular Distance Learning Modality?

Scope and Limitations

This investigation was participated by the ten (10) parent participants. They were the parents of the Key Stage 1 learners (Kinder to Grade 3). Three (3) of these parents are from central school (Main District School), three (3) from medium schools (Highway Barangay), and four (4) from small schools (Mountainous Barangay). These are the parents from the Elementary schools in the Division of Tanguib City. The participants were selected based on their involvement in the home learning of their children using modules. They were asked with specific questions pertaining to the aim of the study as written in the statement of the problem section above.

Significance of the Study

The use of Printed Modular Distance Learning to Elementary learners is a new thing in the system of teaching. More so, the parents’ role in supplementing the teaching in school by the use of modules has become a big challenge to them. With these, the researcher is optimistic that this study would be helpful to the following:

Division office. The result of this study would give insights to the division office, specifically the Curriculum Implementation Division as to how to make interventions to catch-up the learning losses and sustain the activities for the learning gains.

District Supervisors. The findings of this investigation will guide the district supervisors in intensifying the monitoring processes so that learning losses will be supplemented with remedial learning activities and the learning gains will be shared to other schools as well.

School Heads. The findings of this research are helpful for school heads in designing school-based activities and action plans that would address the learning losses and sustain the learning gains specifically in the aspects of parents' involvement in the learning process.

Parents. The results of this investigation specifically the gains of using the modular distance learning will inspire the parents to continue their support in the teaching and learning process and would also address concerns and problems of parents regarding the disadvantages in the implementation of modular distance learning modality. It will also enable parents to appreciate the sacrifices of teachers in teaching their children.

Teachers. The findings of this study will give teachers insights on guiding and helping parents on how to supplement learning at home. It will also enable teachers to recognize the effort done by parents in helping their children learn amidst the challenges.

Learners. The results of this investigation will benefit learners. This study may lead to crafting learning interventions and supplemental activities that would make better learning experiences among learners in times of pandemic.

Future Researchers. The results of this study could be a reference for their related study. It would give them some ideas and insights regarding issues which are related to their research.

Chapter 2

Method

Research Design

This endeavor is qualitative research that relies on the actual interview of respondents guided with the research questions done by the researcher himself.

The researcher employed the Phenomenological Research Design for it aimed to know the lived experiences, insights and thoughts of the parents guiding their children learn in the Modular Distance Learning Modality. The focused of this research is to formulate accurate knowledge towards developing a hypothesis or new learning theory.

Research Locale

This research was conducted in the Division of Tangub City particularly in South B District. Division of Tangub City South B District is composed of nine (9) Elementary Schools, one (1) Integrated School and one (1) National High School. South B District has a total of 2270 learners under the care of the 99 teachers. The parent participants are exclusively within the schools in the District where the researcher belongs.

Participants

The participants of this study were 10 parents. Three (3) parents were from central school in the District (District Main School), three (3) from medium schools (Highway Barangay), and four (4) from small schools (Mountainous Barangay). These are the parents of the Key Stage 1 learners in the Division of Tangub City, specifically South B District who are pre-identified by the

teachers within the district which were immensely involved and not so involved in guiding their children doing the modular learning at home.

Research Instruments

The main instrument of this investigative inquiry was the researcher himself. He used a semi-structured set of questions and individualized in-depth interviews as the investigation progressed.

To facilitate the smooth gathering of information during interviews, the researcher made a necessary plan of actions that was sensible to the available time of the respondents.

Data Gathering Procedure

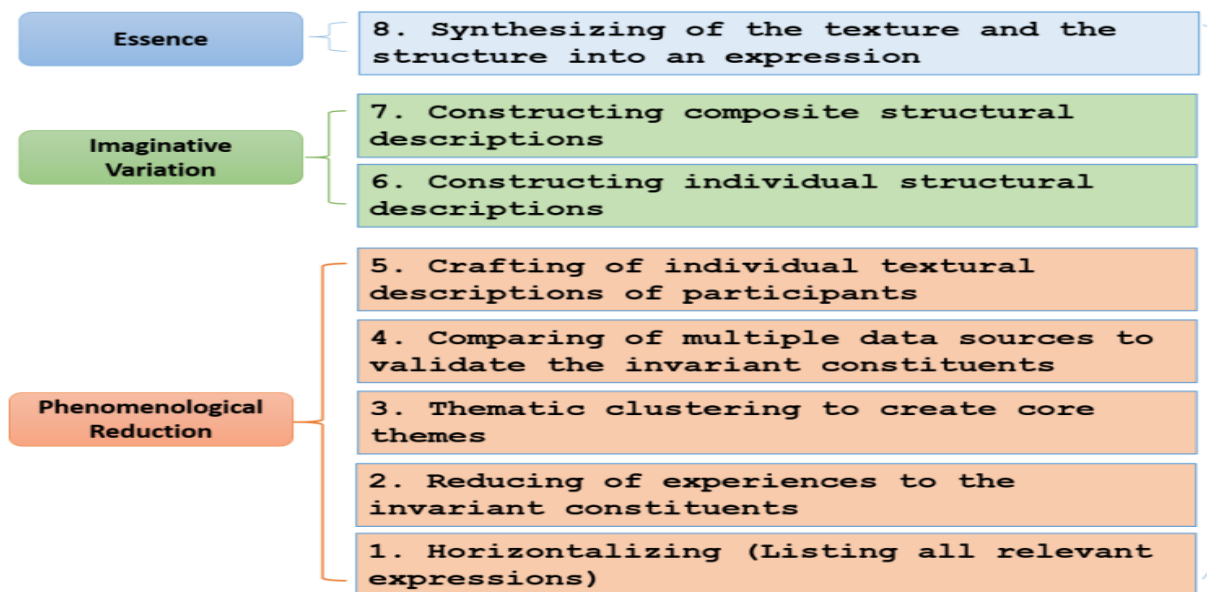
The researcher strategically selected the respondents of the study. The researcher asked the assistance of some teachers within the district as to who are the parents in their schools who are identified as immensely involved and not so involved in assisting their children in doing the home learning using modules. He then selected the final ten (10) parents based on the categories as from the central school, medium school and small school. After the identification, the researcher secured a letter of consent to parent respondents in a courteous and respectful manner. The researcher also secured a letter of consent to the Schools Division Superintendent for the conduct of the study since the study involves school's stakeholders. The researcher then scheduled the interviews based on the respondent's available of time. He used his prepared semi-structured interview questions to gather the data from the respondents. The data were properly captured for analysis.

Data Analysis

Since this research is using the phenomenological method, the gathered information was analyzed using Moustakas' (1994) phenomenological data analysis procedure. The researcher employed the Moustakas' (1994) eight-step procedure clustered into three: Phenomenological Reduction; Imaginative Variation; and, Essence.

Figure 2

Steps of Data Analysis (*Adapted from Maghanoy, 2019*)



Ethical Considerations

The participants were properly coordinated and convinced by the researcher to be part of the research journey. They were given assurance that their responses will be given due respect and should be treated with utmost confidentiality. The researcher also adjusted on the available time of the respondents for the latter not to be disturbed with their works and daily chores during the data collection process.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the results of the qualitative inquiry based on the lived experiences of the participants with regards to the Printed Modular Distance Learning Modality that was once used by their children during the onset of the pandemic. Moreover, it shows the analysis of experiences from the 10 parent-participants during the in-depth face-to-face interviews conducted by the researcher. The phenomenon of this inquiry is presented into two major points that are categorized into different themes emerged during the interviews. This phenomenological study was able to make the researcher learn the perspectives of parents in terms of the Printed Modular Distance Learning set up.

Along with the process of narration, the participants are coded “**Parent**” with the assigned number 1 to 10. The Table 1 presents the demographic profile of the participants.

Table 1

Demographic Profile of the Participants

Variable	F	Percent
Gender		
Male	1	10
Female	9	90
Age		
20-25	1	10
26-30	2	20
31 & Above	7	70
Highest Educational Attainment		
College Graduate	3	30
College Level	2	20

High School Graduate	3	30
High School Level	2	20

Table 1 shows that 90% of the respondents are females or the mothers. This is due to the fact that mothers are commonly the ones who took care to the children at home while the fathers are in their work. Moreover, the Table shows that 70% of the participants ranged from 31 and above in their ages. This could mean that majority of them are matured enough to know their obligations and responsibility as parents in relation to the education of their children.

Profile of the Participants

Parent 1 is 37 years old. She is a working mom and employed in the Department of Education as Administrative officer to the office of the principal. She is a mother of a grade 1 pupil. She shared a lot of experiences and thoughts during the times that she assisted her son in learning the Printed Modular Distance Learning modality.

Parent 2 is the only male participant. He is also working in the government but had more time to assist with his Grade 1 son in doing the tasks in the modules than her wife as he claimed.

Parents 3 to 10 are all plain housewives. They were the ones who took care of their children while their husbands are at work. They journeyed with their children in doing the tasks in the modules when Face-to-Face classes at school were prohibited due to the onset of the pandemic.

The Two Major Points in the Use of Printed Modular Distance Learning (Gains & Losses)

Gains

Along with the progress of the inquiry, the researcher had found different insights from the lived experiences of the participants that can be categorized as the gains in the use of the Printed Modular Distance Learning at home. These are the following:

Theme 1: Learning with the Child. As reflected in the Table 1 above, 70% of the parent-participants were not able to finish college. Majority of them are plain housewives that were not used to teach the lessons of their children during the pre-pandemic. However, as required by the situation when COVID 19 hit the land and face-to-face classes were shut down, parents then were forced by the situation to assist their children in learning the modules distributed by schools just to continue their education amidst the threat of the COVID 19. As Parents 1 & 9 shared, they were also learning the lessons in the module as they assist their children in performing the tasks. They needed to read and learn first the lesson by themselves so that they can guide and teach their children. As they shared:

I learned the lessons as well while assisting my child because I have to read it first so that I can guide teach him. (Parent 1)

While assisting my child on his lesson, I got to learn also the lessons and become able then to teach my child. (Parent 9)

The lived experiences of the parents 1 & 9 are manifestations of their desire to help their children learn. They performed the work as teachers in their children at home. This act is very commendable among parents. It manifests their support to the education of the children. Though it was difficult to teach the own child, but they saw the good things in it, they learned the lessons as well for them to teach their children.

Parents' support to the learning of the child is vital specially at the early stages of their learning journey. Dargo, J.M, & Dimas, M., (2021) exposed that modular distance learning is an aid of having a better parental participation of parents to their children. As UNESCO (2021) had shared that children were first taught and molded at home by parents. Furthermore, children's progress, knowledge and succeeding learning results are much affected by the amount of support extended by parents including the direct support to learning process before and during the proper education in school. Similarly, Desforges and Abouchaar (2013) posited that children's achievements are indicators of strong and good parenting. Additionally, Mahuro and Hungi (2016) found that the improvement of the academic grades among the learners were highly relevant to the participation of parents in allocating time and resources to the education of their children. Moreover, Guillermo (2012) confirmed that the success of the children in their learning journey are caused by the involvement of parents. In addition, children of involved parents are more motivated to learn, had positive attitudes and more interested to come.

Theme 2: Strengthening the Relationship. Parents and children should have a strong bonding. Parents naturally care and love their children. However, in some instances like being busy at works hamper this bond. Parents 1, 2 & 3 have attested that the experienced they had with their children in doing the Printed Modular Distance Learning modality at home strengthened their relationship with the children. They often had time to sit and assist their children due to their desire of making their children learn the lessons in the modules. They recounted:

I think there was an advantage sir, in terms of our bonding as mother and son because my child really asked my time when doing his module and by doing so, I was able to bond with him. (Parent 1)

For me, the good thing brought by the printed modular distance learning at home is the quality time I gave to my son which I was not given to him much before the pandemic. We also have some bonding during I assist him in answering his printed modules. We often laugh but sometimes I got to scold him also if he will not pay attention when I had explanations in his module. (Parent 2)

I was able to give more time to my child when I assisted him doing his module. I can feel the gladness of my child when I am with him. (Parent 3)

Parents who assisted learners in learning the modules at home able to show their love to their children in that way. Learners in the key stage 1 normally dependent to parents in many aspects of their lives. They always long for love, attention and care. This observation was supported by the claim of Suad Kafafi International Language School (SKILLS) 2010 that, parents who give love, time and effort to make their children succeed are also building an upright personality for the children which is vital to be established at their young years for it will greatly affect their future. They added that love and affection make children feel protected and will make them confident as they grow. Additionally, Dargo, J.M, & Dimas, M., (2021) revealed that parents who bonded their children through tutoring able to develop a strong tie to them.

Theme 3: Cherishing the Convenience. There are some parents who find Printed Modular Distance Learning as a convenience for them. Parents 6 & 8 saw that there were instances that when their children are doing modular learning at home, it is convenient for them because they do not have to wake up early every week days to prepare their children for school. As they said:

Well, I do not have to wake up early to prepare my child for school when she is just having a modular distance learning modality because she can answer it anytime in a day. (Smiling). (Parent 6)

I can work the house chores when my child is just having a modular distance learning modality at home because I do not need to send her to school and wait her until the end of the class. I need to wait for her because she will cry if I will not wait her in the waiting area where she can see me. (Parent 6)

In the modular distance learning at home, I can always see my child and he can help me doing house chores. **(Parent 8)**

With this third theme, some parents saw the opportune side of the modular learning at home. The modular learning modality was become convenient at the end of parents 6 & 8 because during the face-to-face classes, they need to accompany their children in school and wait until the class ends. This insight of parents is supported by the findings of the study of Solomon P. Lozada National High School (2022) that learners so with parents can select the most convenient time and place in answering the module.

Theme 4: Acknowledging the Irreplaceable Roles of Teachers. Parents play an important role in reinforcing learnings of their children. However, sometimes they were very reactive in times that teachers are inflecting some disciplines to their children. One of the few good things brought by the pandemic is the realization of parents that teaching is not easy. As parents wanted their child to learn in the lesson in the printed modules, they easily got mad when their child does not pay much attention. There are also contents in the lesson which the parent is not familiar with. Thus, he/she could not also guide and teach his/her child. With these challenges that the parents had encountered as they assist their children to do the modules, they recognized the irreplaceable roles of teachers in the teaching and learning process. They learned to appreciate the hard works of the teachers and understand why teachers at times need to impose discipline to their children. They stated that:

I just realized that the role of teachers in school is not easy. I recognized actually their important role in the education of our children. I cannot even withstand with my patience with just having my own child as my learner at home. I often lost my patience to my child when she will not pay attention to me. (Parent 6)

I really realized that teaching is not an easy job. I easily got mad to my child maybe because I do not have a technique in teaching not like teachers. (Parent 7)

I also realized that teaching is not easy and I appreciate the work of the teachers and I understand that sometimes, teachers lost their patience due to learners' misbehaviors sometimes. (Parent 9)

There were many instances that teachers encountered conflicts with parents due to inflicting discipline to learners. With the experience of parents during the pandemic, they understood that teachers had to impose discipline during the teaching and learning process in order to effect learning because they themselves often lost their temper in assisting their children in answering the modules. They explicitly admit that the roles of teachers in school specifically in the development of cognitive and social skills are irreplaceable. This realization of parents is supported with the study of Snyder (2020) that teachers underwent formal trainings to become professional and continually maintain their skill in teaching through professional developments which most parents do not have. In effect, teachers know the proper way of teaching which the learners are missing while they are learning with their parents at home using modules. Similarly, Santoso (2020) claimed that even in the advent of technology, the unique roles of teachers like giving close emotional support, monitoring on learners' progress and being a source of knowledge are some of the irreplaceable roles of teachers. Even with the salient facts that there are dynamics in the learning process that teachers may be irreplaceable, Study Mode Research (2018) exclaimed that parents too are essential to child's learning. They are closer to their children than teachers and they had seen every important event in the life of their children. Hence, they have the capacity to know the needs of their children by spending time and by giving advises that would make children learn best.

Theme 5: Recognizing the Effort of DepED

When schools were shut down due to the rapid spread of COVID virus infections in the whole world, most public schools opted to implement the modular distance learning among most

of the learners due to its practicability. With this, parents had acknowledged the efforts of the Department of Education in continuing the education of their children by letting learners access lessons through the Printed Modular Distance Learning modality amidst the uncertainties brought by the pandemic. As they said:

At least, the education during the time of pandemic was still continued using the Printed Modular Distance Learning Modality. (Parent 5)

At the onset of the pandemic especially that my child was not yet vaccinated at that time, I can say that printed modular distance learning helped us not to be exposed to COVID 19 infections that can spread in school. (Parent 9)

At the onset of the pandemic, schools were shut down. Teachers, parents and learners are worried on how education must continue. With adherence to its mandate, DepEd officials are determined to continue the education of the children amidst the threat of the virus. Many modalities were considered as options to take depending on its practicability to the locality. Among those modalities, printed modular learning is the most feasible to be used. With its implementation, parents had recognized that without the printed modular way of education, the learnings of their children could be stopped. Learnings from the modules may not that effective and efficient, but at least, the learning process of the learners was facilitated and continued. As Anzaldo (2021) found, that learners are learning even in this style of learning arrangement wherein education was at home with the assistance and monitoring of parents in answering their Self Learning Materials.

Losses in the Implementation of the Printed Modular Distance Learning Modality

The system of education had been challenged by the occurrence of the pandemic. With the system's strong will and resilience to challenges, the education has been continued using the Printed Modular Distance Learning modality. However, a lot of issues had been sprouting with its

implementation. The second main point of this research is the Losses in the implementation of modular learning at home. It consists with themes like Low Quality of Learning, Learner's Less Interest to Learn, Parent's Emotional and Physical Stress, and Parent's Additional Expenses.

Theme 1: Decreasing the Quality of Learning. All of the 10 participants had attested that modular learning at home had been very difficult for the learners to understand the lesson and learn the skills in the competencies. They added that oftentimes, their children will just copy the answers in the answer key section of the module without understanding its content. With this situation, the quality of learning during the implementation of the Printed Modular Distance Learning had been at stake. As they narrated:

He cannot understand the direction that is why I have to assist him. There were many distractions at home like watching cartoons over the lessons in the TV. I can say that my child had a very less development in reading because I only have very limited idea on teaching reading. (Parent 1)

My child will never do his module if I will not tell him to do so. Thus, he only had very short time to learn because we had work at day time. Modular learning at home exposes learners extremely to gadgets like cellphones and TV. (Parent 2)

It is better that my child will be learning in school with his teacher because I do not have training on how to teach. (Parent 3)

My child can never do his module alone because he did not know the instruction on what to do. I need to assist him all the time. He did not learn doing modules at home compared to the face-to-face class that he is in now. There are also times that we ourselves do not understand the instructions and the context of the lesson. That is why, we cannot also teach our child. (Parent 4)

At his grade level (Grade 3), he could not write his name in cursive way because of the pandemic that prohibits him to come to school and forced to do the printed modular distance learning but when he returned to Face-to-Face just this January 2022, I was very happy because he is now starting to write the cursive way that I myself do not know how to teach cursive writing at home. Sometimes when I do not have time to assist my child and I do not know the lesson, I hired and payed someone to answer the module of my child. That is true sir! (Parent 5)

I can really attest sir that my child does not learn the lesson in the module. She cannot read nor knows the basics in Math. It is so frustrating then. (Parent 6)

As I can say, there is no learning in the modular distance learning modality because I do not have time to mentor my child every time because of work. He also cannot do answering the module with his own because he cannot read and understand yet the printed words in the module. (Parent 7)

He will just play with friends when I am not at home instead of doing his modules. I noticed that my child is impatient at times while I forced him to do his module. I can say that he became irresponsible with regards to his study compared to the Face-to-Face classes. He likes to go to school than to study his module at home. I am so happy that the face-to-face classes had been opened again. (Parent 8)

Learning would be insufficient if there is no teacher because they know the learning process. My child lacks self confidence in doing his module. He was not challenged by the set-up of learning only at home alone. (Parent 9)

There was time that my child no longer answered his module because he loses interest to learn maybe because home learning is not challenging and interesting for him. (Parent 10)

Parents' sincere and authentic sharing of their lived experiences in relation to the use of the printed modules was very insightful. On the hand, it was also very frustrating to know that the efforts done by the Department of Education seemed a failure. As Anzaldo (2021) revealed that most learners do their modules for compliance sake. She added that this fact is frustrating to the part of the teachers and the whole system of education as well because the efforts exerted was just took for granted by the learners. Moreover, teachers' limited capacity to monitor the learners' learning activities at home had contributed with this problem. She added that there are parents who do not have the capacity to teach their children. Some of them do not even know how to read and write and making it impossible to them to assist their children in learning the lessons in the modules.

Theme 2: Losing the Interest to Learn. School is a place where interactive, challenging and interesting learnings take place with the strategic facilitation of the teacher. However, this ideal set-up of learning was curtailed with the shutdown of classes for almost two years due to the pandemic. Printed Modular Distance Learning was becoming the most feasible option among the available modalities like online, TV & Radio based instructions. With its implementation, issues had been raised by parents that their children were becoming less interested to learn through the printed modules. They had expressed many sentiments with regards to the behaviors of their children in response to the printed modules that the children need to do at home. Parents 2,3,4,5,7, & 10 shared that their children were less interested in learning the printed modules and longed to return to school to have the face-to-face classes. As they recalled:

He had a short attention on me because he wanted to have a real teacher in school. My child felt boring learning at home because he does not have teacher and classmates. I believe that he will learn more in school because of competition in learning. (Parent 2)

He kept on taking for granted his modules because he played first with friends in the neighborhood. (Parent 3)

My child lost his interest in going back to school. He became reluctant and always play with friends in the neighborhood. (Parent 4)

I have to be in his side always while doing her module so that he can answer the activities in the module because he will not do it by his own. I can sense that my child lost his interest in going back to school maybe because of the long time that distance learning was implemented (Almost 2 years) due to the pandemic. He became comfortable of just to playing with friends in the neighborhood. (Parent 5)

I can say that with modular distance learning at home, my child was becoming less responsible. She just keep on telling “kadyot sa gud ma!”/”Just a moment mom!” when I reminded her to do her module. However, when she was back to Face-to-Face classes then, she became more responsible of doing her assignments and got excited every day to go to school. I am very happy that she is now attending classes in the face-to-face set-up. (Parent 6)

My child showed less interest in doing modular learning modality, He keeps on asking when is the Face-to-Face classes. (Parent 7)

I cannot see any advantages of using modular distance learning modality in the learning of my child sir, because he does not make efforts to learn. I have to always remind him of doing his tasks in the module and that makes me mad and frustrated. (Parent 10)

There was time that my child no longer answered his module because he loses interest to learn maybe because home learning is not challenging and interesting for him. He was frustrated when I forced him to do his task and often left our house crying. Then it came to the point that I myself will do the answering of the learning tasks in the module. (Laughing). (Parent 10)

Parents had shared that their children had shown less interest in learning the modules at home than learning through face to face in school. This is a natural behavior of the learners for they need to be socialized and be related with others in the class. However, parent 5 said that for two years of having the printed modular learning at home, his child seemed to loss his interest to go back to school aside of losing interest to learn modules at home. This may be caused by the stress and pressure felt by the child from his parents at home or from the teachers while in school. Furthermore, this isolated case could be subject for formal investigation by the teacher with the help of the parent so that the issue regarding the child can be solved. In some cases, as the parents had shared that there were instances that when their children lost interests to do their modules, they themselves will answer it. This revelation was supported with the findings of Anzaldo (2021) that there were parents who took the place of their children of answering of the modules because they do not have time anymore to tutor their children due to household chores.

Theme 3: Dealing with the Emotional and Physical Stress. Education of the children are the primary responsibility of parents. Though, schools are mandated by the state to deliver quality education to all learners, parents should still take part of this accountability to make learning happens. On the onset of the pandemic, parents took a bigger part of it. They were forced by the instance to take part the learning journey of their children during the pandemic. They

assisted their children doing the printed modules. However, they easily got tired and frustrated when their children showed less interest to learn. They sometimes shouted their child just to listen to them but some children resisted because they wanted to go back to school and see their teacher. These situations brought emotional and physical stress among parents because they also have many house chores to attend with and some of them are working for living. Sometimes they hurt the feelings of their children by forcing them to learn and worst when the temper became high, they even beat their children for becoming less interested to learn the printed modules. As they stated:

Printed modular learning at home brings so much discomfort to me as working mom because I had to force myself to assist my child in doing his module even if I am so tired and oftentimes I easily got mad at him because of his little interest to learn. (Parent 3)

When I will force her to do her module, she will cry and will tell me that “You are not my Teacher!”. It is so frustrating. For me, modular distance learning at home made me irritated because I keep on reminding my child to do her task and I have to make it gently because grade 1 learner got easily hurt and cry. (Parent 4)

I often lost my temper every time that I have to shout to force her to do her task. Then it will come to the point that she will cry and will get mad on me. I pity on my child when she is just at home and I do not want to have a modular way of learning again. I am just happy that the Face-to-Face classes had been opened once again. There were times when I forced him to study with me and with less patience and knowledge in teaching, I made my voice louder with the fiery eyes (Laughing). She will then start to cry and will tell me that “You are not a Teacher, I want a Teacher in school!”, I find it so hurting and frustrating for my child and for me as well. (Parent 6)

Parents’ negative experiences during the times when they forced their children to answer the modules made them feel physically and emotionally stress. This is because most parents do not have formal training on the pedagogies of teaching. They do not know the methods and techniques in teaching. In effect, parents are more likely impatient to the adverse behaviors of their children during the teaching and learning process using printed modules at home. With this

experience, parents were very glad that face-to-face classes had been gradually allowed even if it is in limited set-up.

Theme 4: Expending More. Parents naturally want their children to be recognized in school. They do not want that their children to be left behind in the academic standings. Due to this desire, those parents who have no time anymore to teach their children on their own hired tutors during the implementation in the modular distance learning. However, it was very shocking for the researcher to confirm during the interview that some parents are paying someone to answer the modules on behalf to their child so that during the retrieval of the modules, it had answers already. As they expressed:

I have to hire for tutor so that my child can learn and that is additional expenses because I have work and I am tired already when I came home. (Parent 1)

Sometimes when I do not have time to assist my child and I do not know the lesson, I hired and payed someone to answer the module of my child. That is true sir! (Parent 5)

This reality must be addressed because it manifests the wrong thoughts of parents on the objectives of the Printed Modular Distance Learning modality. It does not help the child in learning and understanding the lessons. Hence, it blinded the reality that there are learning gaps that need to be addressed by authorities in relation to the implementation of the Printed Modular Distance Learning. Furthermore, parents must be properly oriented and be aware by the school that the way they helped their children is not helping actually. The revelation of the participants had been supported with the statement of DepEd (2021) that there were some parents who admitted of compensating someone to do the learning modules of their children. With this, Senator Sherwin Gatchalian himself directed the department to conduct investigation to validate the authenticity of the issue because it will affect the mantra of the department of teaching honesty among learners.

Starting from the interview process until the coding, categorizing themes and analyzing ideas and making narratives, the researcher learned lots of things. He was able to confirm some emerging issues in the implementation of the Printed Modular Distance Learning modality and being able to distinguished it into two major points, the Gains and the Losses in the implementation of modular distance learning at home.

The **Gains** in the Printed Modular Distance Learning modality had been categorized into five prevailing themes:

1. Learning with the Child;
2. Strengthening the Relationship;
3. Cherishing the Convenience;
4. Acknowledging the Irreplaceable Roles of Teachers; and
5. Recognizing the Efforts of DepEd.

The **Losses** in the Printed Modular Distance Learning modality had been also categorized into four emerging themes:

1. Decreasing the Quality of Learning;
2. Losing the Interest to Learn;
3. Dealing with the Emotional and Physical Stress; and,
4. Expending More.

These are the Gains and Losses in the implementation of the Printed Modular Distance Learning modality in the perspective of the parents of the Key Stage 1 learners (Kinder to Grade 3). I myself, the researcher and a parent also of a grade 4 pupil who continued his

learning using printed modules at home for almost two school year could affirm the participants' insights. I personally believe these actual insights and perspectives would help improve the system of education specially on the learning of the children by crafting interventions to catch-up the learning losses brought by the PMDL and will strengthen the gains it brought.

Chapter 4

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the highlights of the research journey as summary, the unveiling of findings, expressions of conclusive narratives and formulations of recommendations.

Summary

This research is a phenomenological study that unveiled the lived experiences of the parents of key stage 1 learners in relation to the implementation of the Printed Modular Distance Learning during the onset of the pandemic of which face-to-face classes were restricted in schools. The participants were the 10 identified parents classified into categories from the division of Tangub City particularly in South B District.

The researcher used the open, semi-structured approach in the interview process to gather the data. The researcher was very observant to the responses of the participants including their expressions and gestures to interpret well their transcripts.

The researcher patterned the Moustakas' (1994) phenomenological analysis technique to understand the perspectives of the participants as expressed in the interview session.

The emergence of the different themes had been the basis of findings, making conclusions and formulating of recommendations.

Findings

The honest expressions of perspectives among the participants had been the strong foundation in the concluded narratives. These are about the **Gains** and the **Losses** in the implementation of the Printed Modular Distance Learning modality.

Gains

1. Learning with the Child. As Parents 1 & 9 shared, they were also learning the lessons in the module as they assist their children in performing the tasks. They need to read and learn first the lesson by themselves so that they can guide and teach their children.

2. Strengthening the Relationship. Parents 1, 2 & 3 have attested that the experienced they had with their children in doing the Printed Modular Distance Learning modality at home strengthened their relationship with the children. They often had time to sit and assist their children due to their desire of making their children learn the lessons in the modules.

3. Cherishing the Convenience. Parents 6 & 8 shared that they find Printed Modular Distance Learning as a convenience for them. During instances that when their children are just learning at home, they do not have to wake up early every week days to prepare their children for school. They can also easily monitor the activities of their children.

4. Acknowledging the Irreplaceable Roles of Teachers. Parents 5,6,7 & 9 had encountered many difficulties as they assisted their children to do the modules. They recognized the irreplaceable roles of teachers in the teaching and learning process. They learned to appreciate the hard works of the teachers and understand why teachers at times need to impose discipline to their children.

5. Recognizing the Efforts of DepEd. On the other hand, parents had also acknowledged the effort of the department of education in continuing the education of their children even with the presence of the pandemic. Printed Modular Distance Learning modality was the widely used learning modality that facilitated the continuity of learning among the Filipino learners.

Losses

1. Decreasing the Quality of Learning. All of the 10 participants had attested that modular learning at home had been very difficult for the learners to understand the lesson and learn the skills in the competencies. They added that oftentimes, their children will just copy the answers in the answer key section of the module without understanding its content. Moreover, some parents revealed that they were the ones who performed the answering of the learning modules. With this situation, the quality of learning during the implementation of the Printed Modular Distance Learning had been at stake.

2. Losing the Interest to Learn. Parents 2,3,4,5,7, & 10 shared that their children became less interested in learning the printed modules and always longed to return to school to have the face-to-face classes. Furthermore, they revealed that there were many instances that their children cried when they forced them to do the learning modules specially those times when they lost temper.

3. Dealing with the Emotional and Physical Stress. Parents were forced by the instance to take part the learning journey of their children during the pandemic. They assisted their children doing the printed modules. However, they easily got tired and frustrated when their children showed less interest to learn. They sometimes shouted their child just to listen to them but some children resisted because they wanted to go back to school and see the teacher. These situations brought emotional and physical stress among parents because they also have many house chores to attend with and some of them are working for living.

4. Expending More. Parents naturally want their children to be recognized in school. They do not want that their children to be left behind in the academic standings. Due to this desire, those

parents who have no time anymore to teach their children on their own hired tutors during the implementation in the modular distance learning. However, it was very shocking for the researcher to confirm during the interview that some parents are paying someone to answer the modules on behalf to their child so that during the retrieval of the modules, it had answers already.

Conclusion

Printed Modular Distance Learning modality among Key Stage 1 learners is highly parent-dependent. Without parents' assistance, learning would be impossible. It loosened the foundation of learning which is very critical in the early stages of education like the key stage 1 (Kinder to Grade 3).

Recommendations

The use of Printed Modular Distance Learning to Elementary learners is a new thing in the system of teaching especially in the key stage 1. It was concluded that based on the perspectives of the parents as participants, it brought lots of learning losses including the learners' interest to learn using modules. With these, the researcher would like to express his recommendations to the following:

Division office. The result of this study may be the solid basis for making memorandum to intensify in making interventions to catch-up the learning losses and sustain the activities for the learning gains.

Local IATF. To allow the limited face-to-face in school even with unvaccinated learners and teachers and ensure that safety protocols are followed inside the school campus.

Education Program Supervisors. Validate the grades entered the CMSS and craft interventions to address the learning losses in every specific subject.

District Supervisors. Direct schools in the intensified monitoring processes so that learning losses will be supplemented with remedial learning activities and the learning gains will be sustained as well.

School Heads. Lead teachers in designing school-based activities like catch-up teaching and other learning interventions that would address the learning losses and sustain the learning gains.

Parents. Let their children be vaccinated so that they can join the face-to-face classes and be oriented that in answering the module themselves and paying someone for same purpose do not help the learners to learn.

Teachers. Conduct remedial learning encounters with learners through different modalities so that learning losses would be minimized and administer weekly assessment validation so that they can diagnose by themselves the real learning status of their learners.

Future Researchers. Conduct similar study to different divisions or districts to validate the findings of this research.

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