HOME FACILITATORS-LEARNER INTERACTION ON MODULAR DISTANCE LEARNING AND LEARNERS' ACADEMIC PERFORMANCE AND MOTIVATION LEVEL

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Home Facilitator-Learner Interaction on Modular Distance Learning and Learners' Academic Performance and Motivation Level

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ABSTRACT

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The modular approach in learning during pandemic gives the learners the chance to learn in the comfort of their home. The absence of the face-to-face interaction of learners with teachers in the implementation of modular distance learning made the family members or guardians facilitators of learning. Apparently, the success of modular distance education can be attributed to the enthusiasm of the home facilitators to guide the learners and to establish a connection to the school and community. This study aimed to determine the relationship of learners' interaction with the home facilitators and to identify its relation to the learners' academic success and motivation levels. It employed a descriptive research method and selected participants through random sampling. In the absence of gadgets among the respondents, a face-to-face, paper, and pen survey was administered following the set standard of the Inter-Agency Task Force (IATF). The study found out that the amount of motivation of the learners has nothing to do with their engagement with the home facilitators, which was operationally defined as "the time spent together in completing modules." However, it has been discovered that the level of education of

home facilitators has a substantial impact on the academic success of students. Home facilitators with a high level of education are assumed to have studied a wide range of learning styles and methodologies as well as a broad understanding of the subject matter during their studies, and as a result, they are utilized to assist students in completing assignments. Home facilitators with a poor level of education, on the other hand, are unable to apply learning methods, strategies, or content to their homes. Parents' educational levels were also found to be linked to parental participation, with those with more years of education being more interested in their children's schooling. With a focus on Basic ICT concepts and facilitating methodologies, the study recommended that home facilitators be included in capacity building. It's also a good idea to interact with the local community to increase the family's involvement.

Keywords: modular distance learning, home facilitator, academic success, motivation level

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M.R.D.

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I. Introduction

1.3 billion students and their families, scattered across more than half of the world's countries, have had to struggle with national requirements to close schools as one of the many serious and structural repercussions of the Covid-19 pandemic (UNESCO, 2020).

As a result, the majority of the impacted countries have converted to home and distance learning, which allows students to complete their education from the comfort of their own homes.

The Secretary of Education in the Philippines, Hon. Leonor Briones Magtolis made a strong statement on education in the face of a pandemic: "Education must be maintained even in the face of disaster, whether or not it's a calamity, disaster, emergency, quarantine, or perhaps war." The statement was made in response to the threat of a schooling freeze due to the rapid spread of the Corona virus (Covid19).

As part of the Philippines' short and long term strategies, the DepEd has introduced the Basic Education-Learning Continuity Plan (BE-LCP) as a guideline for the department on how to deliver education in a time of the COVID-19 pandemic while ensuring the health, safety, and welfare of all learners, teachers, and personnel of DepEd. The BE-LCP's main feature is the adoption of multiple learning delivery modalities, with blended learning and distance learning as major options which include Distance Learning, Modular Distance Learning, Online Distance Learning,

Home Schooling, Blended Learning, Traditional Face-to-Face Learning, and Alternative Delivery Modality.

Because there is no face-to-face setting in teaching during the pandemic, most schools have adopted the form of distance learning. Distance education has been described by some (Garrison, 1990; Hayes, 1990) as little more than a collection of ideas and practices taken from the traditional classroom and imposed on learners who happen to be separate from the instructor.

Distance education with a modular learning approach may use either learning resource materials/modules in multimedia (slides, video, and audio files), digital packets (learning materials), e-learning materials, and computer-based learning resources

A module is defined by Taneja, 1989, as referenced in Ali, 2010, as a self-contained unit of work in a course of instruction and a teaching approach based on the concept of discretely building up skills and information. It is also a set of learning opportunities centered on a well-defined topic that includes aspects such as ordinate dictation, categorization targets, edifying cognition tasks, and criterion-referenced metrics for evaluation (UNESCO, 1988, as cited by Ali, 2010).

In modular distance education, family members would have to play an active role in the learning process as a facilitator and assist the learner through modular

lessons that are provided to the students while they are in remote learning in modular distance learning.

Because it does not require electronics or internet connectivity, the modular approach allows students to learn in the comfort of their own homes and at a lower cost. As a result of the lack of contact with teachers, the learners' model of learning is the family members or guardians who act as facilitators.

In addition, home-facilitators are considered the first teachers and play a key role in ensuring the completion of the modules as well as the formation of the personality of the learners. Unlike the usual face-to-face setting, teachers help shape learners' personalities while they are in school. As members of the family, they play a very important role in the student's success as their role is not limited to the family but also involves the student's participation in the activities of the family, schools, and their connections with other stakeholders.

The success of modular distance learning can in some way be attributed to the enthusiasm of the home faculty in guiding learners and establishing a connection with the school. The extent to which learners are open to teachers and other stakeholders working with schools in implementing distance learning will depend on the performance of home facilitators.

In addition, the home facilitator must determine the learner's weekly timetable and strategize how the learner will complete all of the modules by the deadline date.

To boost the learners' motivation, the home facilitators also check the learners' worksheet plan on a frequent basis to ensure that they are sticking to their schedule; set up a comfortable learning study environment; and praise, encourage, and reward them appropriately. As teachers' partners in the implementation of modular distance education, home facilitators play a critical role. There are some factors that are out of the teachers' control right now.

The parents, on the other hand, may have reasons for not fulfilling their responsibilities as the first to qualify as home facilitators. The majority of the parents, for example, are breadwinners who must work to support their families. In this instance, the learner's facilitator must be chosen by the family from among other family members. It could be a sibling, an auntie, an uncle, grandparents, or a tutor. In the worst-case scenario, the student will be unable to participate in the study due to a lack of a home facilitator.

As is the situation during the present COVID-19 pandemic, parents need not only good parenting abilities but also a high level of education when school pupils are obliged to stay at home. Parents should try to meet their children's educational demands as effectively as possible, in addition to monitoring their children's temperament and performance. Giving children and parents access to distance learning materials and procedures via the internet is one way to promote this additional parenting role (Sawsan, 2020).

During the pandemic, parents were given a specific role in the educational process, resulting in a double load of daily professional efforts to support the family as well as oversight of their children's educational activities. Working from home promised to be difficult with children – especially small children – to handle, and parents with jobs that could not be done from home had to figure out who could take care of their children throughout the working day, but there was no clear solution from parents (Bokayev,2020).

The goal of this research was to see how the learner's interactions with the home facilitators affected their motivation and performance. The time spent together and the choice of a home facilitator have been operationally characterized as the interaction. The significance of family members in the success of the SDO – Malabon City Modular Distance Education program was clearly identified in this study.

The findings of this study are expected to add to the education knowledge base on how to educate children during the COVID-19 outbreak. It is believed that the information offered in this study would be able to be used by administrators of the division office and schools to improve the learning experience and performance of students by adopting localized policies to better serve them.

II. Literature Review

According to Williams and Ritter (2020), during a pandemic, parents are responsible for ensuring that their children's education is continued at home. Many

others find the assignment overwhelming, wondering how they will be able to work from home for an entire eight hours while still assisting their children in learning English, math, and science. Many parents are also concerned that their children will not cooperate. Some parents, on the other hand, are realizing how well their children adjust as autonomous learners, and teachers have been convincing themselves that this is a rare occurrence, if not an opportunity (Javed,2020).

Supporting parents is one of the top concerns in response to the Coronavirus (COVID-19) pandemic, according to a recently published study to guide an education approach to the crisis. Supporting parents and caregivers as they help their children learn at home, as well as instructors and students, is crucial, according to more than 70% of the respondents. But more than 70% also indicated that it's tough to support parents, probably because it's difficult for schools to interact with parents or for parents to stay available (Belfali,2020).

However, Belfali also stated that since the pandemic began, more than 65 percent of education leaders have reported increased parental involvement and cooperation. Parents could capitalize on this momentum by considering what is important for children and what they, as parents, can do – even if time and space are limited – to assist their children in their learning. Some suggestions for parenting during the coronavirus outbreak are provided. It suggests that parents set aside time for one-on-one conversations, structure daily life, remain calm and manage stress, even when dealing with bad behavior, and discuss COVID-19 with their children.

Monitoring schoolwork and making time for homework and other enriching activities are examples of home-based involvement. Parent-teacher communication, as well as attending and/or volunteering at school events, are examples of school-based involvement. Academic socialization refers to parenting strategies that communicate to the child the importance of education, expectations, and encouragement (Wang & Sheikh-Khalil, 2014).

According to the United States Department of Education (2010), parents must be more fully integrated into their children's learning activities. This can be accomplished by increasing and improving the interactions of parents with their children and teachers.

Likewise, Moore (1989), reiterated the term "interaction" would be meaningless if there were no distinctions between the many sorts of interactions. To sum up, Moore authored an editorial outlining three forms of interactions: learner-content, learner-instructor, and learner-learner interaction. Learner-content interaction, according to Moore, is a "defining feature of education" that occurs when students spend time with content materials and gain a better grasp of the material. She also believed that students' relationships with their instructors and peers may help them learn in a variety of ways. Learner-instructor interactions, for example, can be utilized to keep students motivated, introduce new material, model skills and attitudes, assist students in applying what they've learned, assess their progress, and provide feedback. Parent-

learner interactions can also aid in the development of group interaction skills as well as the stimulation and motivation of students to participate in learning activities.

In a national poll conducted in the United States, 43 of the 81 virtual schools that responded had policies in place governing the frequency of parent-instructor interaction, and 13 were working on such policies (Cavanaugh et al. 2009). Some research has also indicated that parents are unaware of their role in their children's internet learning (Boulton 2008; Like 1998; Murphy and Rodriguez-Manzanares,2009).

In addition, Litke (1998) discovered that many parents were either uninvolved or tended to increase their participation after academic problems after conducting interviews with online students, parents, and teachers. Parents must properly comprehend their role in their children's online learning. Similarly, all 22 students participating in a supplemental online high school course were interviewed by Boulton (2008), who discovered that kids expected their parents to provide the same incentive and supervision as a regular face-to-face teacher.

III. Research Questions

The goal of this study was to see how the interactions between the home facilitator and the students affected their academic performance and motivation. Specifically, it sought to answer the following questions:

1. What is the profile of the home facilitators according to their highest educational attainment?

2. What is the level of interaction of the home facilitators and learners based on the length of time spent?

3. Who among the home facilitators perceived to be effective as assessed by the learner-respondents?

4. Does the length of instructional time of home-facilitator significantly correlate with learners' academic performance?

5. Does the length of instructional time of the home facilitator significantly correlate with learners' motivational level?

6. Does the home facilitators' educational attainment significantly correlate with the learners' performance and motivational level?

7. How can the study be utilized in improving students' performance and motivation?

IV. Scope and Limitation

The study's purpose was to see if the learner's academic performance and motivation level are significantly affected by the relationship between the home facilitator and the learner interaction, which was described as "instructional time spent together" in the study. For the school year 2020-2021, data was collected from 10% of the entire population of SDO-Malabon City's Grades 4, 5, and 6 pupils, who acted as a sample population. The Grades 4, 5, and 6 were selected because these grade

levels are on the right age to understand the context of the study. The study did not look into home facilitators or students who did not belong to Grades 4, 5, or 6. From design through the deployment of the survey questionnaire in schools to data analysis and interpretation, the project took six months to complete. It did not include other aspects that influenced the students' motivation and academic progress.

V. Research Methodology

This section explains how to find, select, process, and evaluate information about a topic using specific procedures or approaches. It enables the reader to objectively assess the overall validity and dependability of a study.

A. Research Design

Data in numerical form is referred to as quantitative research. When collected through a primary method, it employs statistical data gathered through the use of a questionnaire (Apuke, 2017). The goal of quantitative research is to focus on gathering objective data in order to assess a social phenomenon. Survey research, correlational research, descriptive research, experimental research, and causal-comparative research are all examples of quantitative research.

This study utilized a ***Descriptive Research Design*** to determine the how parental-learner interaction on modular distance education may affect the motivation level and academic success of the learners. Descriptive research is a research design in which data is collected qualitatively and analyzed quantitatively (Nassaji, 2015). Descriptive research is a scientific methodology that involves observing

a sampled population in its natural environment. Descriptive research methodology seeks to determine the 'what' of a phenomenon. Data is gathered using methods such as surveys, interviews, correlation studies, observation studies, and content analysis. Furthermore, the observer does not intervene in the observation process or influence any of the study's variables (Lambert and Lambert, 2012).

B. Subjects of the Study

Home Facilitators of students in grades 4, 5, and 6 were selected to participate in the study. With a total of 18,975, the SDO has registered 6,253 Grade 4, 6,222 Grade 5, and 6,500 Grade 6. With a 5% margin of error and a 99 percent confidence level, the sample size was calculated using Raosoft Sample Size Calculator. The study's recommended sample size was 642 respondents, but because the greater the sample size, the higher the accuracy, the study went overboard. It surveyed 788 people, with 30 people in each primary school (10 Grade 4, 10 Grade 5, and 10 Grade 6).

C. Data Collection

The Schools Division Office has issued a Division Memorandum and held an orientation for school principals and school research coordinators on how to complete the survey with 100 percent accuracy. The instrument was validated and approved prior to the survey. After securing parental and respondents' consent, the survey was distributed on Saturday during the distribution and return of the learning modules. Each of the questions was read aloud and explained to the respondents

before they were asked to participate. The research coordinators were given an overview of the method and procedure prior to the completion of the survey. The face-to-face paper and pen survey was necessary since, according to the most recent division survey, the majority of Malabon homes have limited or no access to an internet learning device, making it nearly difficult to complete the survey online. Schools that participated in the study were provided alcohols, face masks, and face shields, as well as a team that maintains social distancing and other health measures, in accordance with the Inter-Agency Task Force's (IATF) guidelines. Before accessing the school grounds, respondents also completed a health declaration form and underwent thermal scanning. The SDO distributed questionnaires to each of the 28 elementary schools and provided a Google Sheet template summary for tallying and summarizing the data collected. Hard copies of the survey were returned to SDO for verification of the submitted summary.

To interpret the data gathered by the researcher, the following statistical treatments were used.

1. Frequency count and percentage – was used to answer research questions numbers 1 and 2 "What is the profile of the home facilitators according to their highest educational attainment?" and "What is the level of interaction of the home facilitators and learners based on the length of time spent?" This was to determine the quantity and percentage of observations that exist for each grouping of data points in the survey responses.

2. Statistical Rank – was used to determine the ordinal number of a value in a list. In this study, the ordinal value of home facilitators as to their effectiveness was assessed. It was used to answer research question 3 "Who among the home facilitators perceived to be effective as assessed by the learner-respondents?".

3. Pearson Product Moment Correlation – This was calculated to answer research questions numbers 4 and 5 "Does the length of instructional time of home-facilitator significantly correlate with learners' academic performance?" and "Does length of instructional time of home-facilitator significantly correlate with learners' motivational level?" This was to measure the strength of association between the two variables (length of instructional time and academic performance/motivational level)

4. Chi-square Test – was used to answer research question number 6 "Does the home facilitators' educational attainment significantly correlate with the learners' performance and motivational level? Since educational attainment is a categorical data, hence, chi-square was the appropriate statistical test. This was to compare two data sets and to know whether there was a significant relationship between the two variables (length of instructional time and academic performance/motivational level).

VI. Discussion of Results and Recommendations

The results and outcomes of a study are included in this section. It gives context for the outcomes of the experiment/analysis and informs the readers about what may be gained from it. It comprises study findings, discussion of relevant research, and comparison of the findings to the original hypothesis.

1. Distribution of Home Facilitators According to Highest Educational Attainment

Table 1
Home Facilitators' Educational Attainment

Indicators	Frequency	Percentage	Rank
Elementary Undergraduate	15	2	7
Elementary Graduate	55	7	5
High School Undergraduate	77	10	4
High School Graduate	221	28	2
College Undergraduate	153	19	3
College Graduate	232	29	1
With units of Master's Degree	20	3	6
Holder of Master's Degree	9	1	8.5
With units in Doctorate	4	1	8.5
Doctorate Graduate	2	0	10
Total	**788**	**100**	

Table 1 depicts the distribution of home facilitators based on their highest level of education. According to the data, the highest percentage of home facilitators (29%) were college graduates, followed by (28%) who were high school graduates, and home facilitators with doctorate degrees received (0%). Even though college graduates are at the top of the list, it is also clear that the total percentage of home facilitators who did not finish college, high school, or elementary school is also enormous.

According to the National Statistics Authority, educational attainment had the highest incidence of deprivation among families in 2016 and 2017, at 59.3% and 49.4 %, respectively. This means that 6 out of 10 families in 2016 and 5 out of 10 families in 2017 were deprived of basic education; that is, in 2016, 6 out of 10 families had at least one family member aged 18 and above who did not complete basic education and 5 out of 10 in 2017.

2. Level of Interaction of the Home Facilitators and Learners Based on the Length of Time Spent Together

Table 2
Daily Percentage of Interaction of Home Facilitators and Learners

Indicators	Percentage	Rank
1 – 2 hours	40	1
3 – 4 hours	39	2
5 – 6 hours	17	3

7 – 8 hours	4	4

Table 3 shows the level of interaction between home facilitators and learners as a function of the amount of time spent on instruction per day. According to the legend, the highest percentage (40%) of home facilitators spent 1-2 hours with the learners, indicating a "low level" of interaction, followed by (39%) who spent 3 – 4 hours on instruction, indicating a "moderate level" of interaction.

Servito (2020) emphasized that the role of home facilitators is not to teach the learners but to connect with them and guide them. However, it cannot be denied that the home facilitators at home serve as the learners' teachers, providing them with real-time answers and solutions to the module's difficulties. As a result, interaction time between the learner and the home facilitator is prioritized.

3. Assessment of Learner-Respondents on the Effectiveness of Home Facilitators

Table 3
Rank of Effectiveness of Home Facilitators as Perceived by Learners

Indicators	Rank
Mother	1
Father	2
Grandmother	7
Grandfather	9
Sister	3

Brother	5
Aunt	4
Uncle	6
Tutor and others…	8

Table 3 displays the results of the learner-respondents' evaluations of the effectiveness of the home facilitators. The highest rank was obtained by "Nanay (Mother)," followed by "Tatay (Father)." "Ate (Sister)" came in third place, followed by "Tita (Aunt)" in fourth place. "Lolo (Grandfather)" was ranked last.

Wang, Zhang, Zhao, and colleagues (2020), states that collaboration occurs when parents and students interact while participating in learning activities. The bonding between parents and children strengthens as they spend more time together. In such cases, parents can become a source of comfort in easing pain and worry, as well as engage in conversations with their children to help them cope with their anxiety. They also concluded from the study that academic interaction is an opportunity to strengthen family bonds and participate in various activities together. Physical interactions such as shaking hands, hugging, celebrating at parties, eating, and praying together promote tolerance and harmony, and thus play an important role in their children's social development.

4. Length of Instructional Time of Home-Facilitators and Learners in Relation to Learners' Academic Performance

Table 4
Result of Pearson Correlation Test (Time and Academic Performance)

Variables	Mean	Pearson r	Computed t- Value	Decision	Remarks
Length of Instructional Time	2.67	0.042	0.21	Accept the Null Hypothesis	Not Significant
Learners' Academic Performance	86.33	Slight Relationship			

t-Computed Value at 0.05 Level of Significance (a)= ±2.056

Table 4 displays the Pearson Product Moment correlation and t-test results used to determine whether there is a significant relationship between the length of instructional time provided by home facilitators and learners' academic performance. The two variables were related but not significantly, with r = 0.042, t (25) = 0.21, and p =.05. This means that the two variables have a purely coincidental relationship. Other factors influencing learners' academic performance were not included in the study.

Joyner and Molina (2012) discovered that the amount of time spent in school is only one of several factors that influence student outcomes. Similar to the findings of this study, there is a slight relationship, but it is not significant enough to conclude that time spent together doing learning activities and academic success are related. Also, in the context of the question, the instructional time referred to time spent with home facilitators rather than teachers. As stated earlier in the study, home facilitators

are not expected to perform the role of teachers in teaching the learners; rather, they are expected to provide guidance in the completion of the learning tasks. As a result, concluding that home facilitators truly contributed to the learners' knowledge is unnecessary. The study did not include a correlation of instructional time between learners and teachers because it was focused on learners and home facilitators.

5. Length of Instructional Time of Home Facilitators and Learners in Relation to Learners' Motivational Level

Table 5
Result of Pearson Correlation Test (Time and Motivation)

Variables	Mean	Pearson r	Computed t-Value	Decision	Remarks
Length of Instructional Time	2.67	-0.25	-1.28	Accept the Null Hypothesis	Not Significant
Learners' Motivation Level	3.31	Low Relationship			

t-Computed Value at 0.05 Level of Significance (a)= ±2.056

Table 5 displays the Pearson Product Moment correlation and t-test results used to test the significant correlation between the length of instructional time provided by home facilitators and learners' motivational level. The two variables had no significant correlation, r = -0.25, t (25) = -1.28, p.05. This implies that the length of instructional time provided by home facilitators has no effect on the learners' motivation.

Parents' attitudes, behaviors, and activities connected to their children's education are increasingly being linked to their children's learning and academic achievement, according to a growing body of evidence. Many studies have shown that parental involvement in their children's learning and academic progress, as well as better habits, accountability, social skills, and attendance, all have strong beneficial links (Billman, Geddes, & Hedges, 2005; Epstein, 2001; Henderson & Mapp, 2002; Hill & Craft, 2003; Jeynes, 2005; Overstreet, Devine, Bevins & Efreom, 2005).

Because it concentrated on assessing "time spent together" rather than the quality time they spent together, which may be included by other authors who seek to expand this study, the study indicated no significant association in terms of the interaction of learners to home facilitators.

6. Home Facilitators' Educational Attainment in Relation to Learners' Performance and Motivational Level

Table 6
Correlation of Home Facilitators' Educational Attainment and Learners' Performance and Motivation Level

Variables	Chi-square statistics	Decision	Remarks
Parents' Educational Attainment vs. Learners' Academic Performance	42.66	Reject the Null Hypothesis	Significant

Parents' Educational Attainment vs. Learners' Motivational Level	55.32	Reject the Null Hypothesis	Significant

critical value at 0.05 Level of Significance (α) = 37.654

The relationship between home facilitators' educational attainment and learners' academic performance, as well as learners' motivational level, was investigated using a chi-square test of independence. The relationship between educational attainment of home facilitators and academic performance of learners was significant, X2 (25,N = 788)= 42.66,p>0.05. This implies that the educational attainment of home facilitators is related to the academic performance of the learners. Also, there was a significant relationship between home facilitators' educational attainment and learners' motivational level, X2 (25,N = 788)= 55.32,p>0.05. This means that the educational attainment of the home facilitators and the level of motivation of the learners are strongly related. Learners' motivation varies depending on the educational attainment of their home facilitators.

Across numerous studies, a parent's educational level was found to be related to parental involvement, with those with more years of education being more involved in their child's education.

For example, in a mixed-methods study conducted in Japan, researchers discovered that highly educated mothers expend considerable effort in researching and selecting the best preschool for their children. Those with fewer years of education (e.g., a high school graduate) were more likely to choose a school based on location convenience and information from family and friends (Yamamoto, Holloway, & Suzuki, 2006). In Norway, parents with lower levels of education attend parent-teacher conferences less frequently (Paulsen, 2012).

Similarly, in their study titled Parent's Education and Children's Achievement: The Role of Personality, Steinmayr, Dinger, and Spinath (2010) claimed that parents' education and children's general intelligence were positively associated with children's academic achievement and with each other.

Likewise, Bourdieu (1986) suggests that parents' education is especially important for their children's academic success. This idea is incorporated into Laosa's model (1982). He argued that education has a long-term impact on a person's behavioral dispositions, such as how a person acts as a parent. As a result, parental education is critical for parent-child interaction and, as a result, for the development of children's personalities.

Furthermore, international large-scale scholastic achievement assessments, such as PISA or TIMSS, show that in many countries, children's academic attainment is strongly related to the social background of their families.

A. Results/Findings of The Study

The conclusions of the study are reported in this portion of the research paper, based on the data acquired as a consequence of the technique used. The findings are presented in a logical order and without bias or interpretation.

1. Majority of the home facilitators from Grades 4,5, and 6 learners are college graduates, however, the population of home facilitators who are just high school graduate and college undergraduate are just as enormous as college graduates.

2. Majority of the Grades 4,5, and 6 learners spend 1 to 2 hours' instructional interaction with home facilitators per day which is considered "low-level" interaction based on the legend.

3. The learner's most preferred home facilitator is the mother followed by the father while the least from the learners' preference was a grandfather.

4. The length of interaction between the learner and home facilitator showed no significant relationship in the learner's academic performance.

5. The length of interaction between the learner and home facilitator showed no significant relationship in the learner's motivation level.

6. There is a significant relationship between the home facilitator's educational attainment and the learner's academic performance and motivation level.

7. Home facilitators must be trained and strengthened, particularly in the fundamentals of ICT, in order to assist learners at home.

B. Recommendation

This section presents the call for action or solutions to the problems investigated in the research paper. It emphasizes specific innovation/intervention and measures to be implemented based on the research findings.

A. Strengthen family engagement. Thorson (2020) asserts that research and practice have long recognized the value of involving families in learning. This is truer than ever before, as a strong and supportive partnership between schools and families is the lynchpin upon which success for this new type of learning is built. As families navigate the challenges of these transitions, educators must use best practices for family engagement to provide emotional and technical support, compassion, and encouragement as they collaborate to facilitate learning from the home.

The Oklahoma State Department of Education identified family engagement opportunities exist through distance learning due to school closures. These are-

Strengthening Relationships: The opportunity to establish more personalized, two-way communication between schools and families, thereby fostering mutual trust and providing families with a genuine sense of engagement in their children's learning;

Building Capacity: The chance to increase each family's capacity and confidence in their ability to support their child's learning by modeling practices and sharing resources and tools;

Focusing on Learning: The ability to use available resources from school and home, inquiring about student and family interests and developing meaningful distance learning experiences;

Connecting Communities: The opportunity to engage the larger community in meeting the basic needs of families through a compassionate and culturally responsive response.

B. Capacity development for home facilitators with limited educational attainment. It is critical for facilitators to have first-hand knowledge of learning. Not only will they gain content mastery, but they will also adopt learning strategies and learning styles that will be used to assist learners at home. It is thought that one of the best ways for them to understand the difficulties that the students face is for them to go through the experience. Even if the pandemic is only temporary and everything will soon return to normal, the concepts of blended learning, home-schooling, and home facilitators may be implemented even in a regular setting. This pandemic has created opportunities for schools and families to collaborate, resulting in higher-quality education.

C. Embrace Flipped Classroom.

According to Steed (2012), there is a need to shift away from lectures and toward a more active-learning approach. Online or video lectures replace in-class lectures in the flipped-classroom model, and class time is reserved for active-learning assignments. As a result, the teacher's role shifts from lecturer to learning coach, guiding students through a series of engaging and experiential learning activities that lead to active learning.

A study conducted on students at Spartan College of Aeronautics and Technology in Tulsa, Oklahoma, titled "Spartan College sees results with curriculum overhaul" and published on TulsaWorld.com on Oct. 7, 2014, revealed an increase in student performance from 83.9 percent using traditional learning style techniques to 96 percent using flipped instruction, a more than 12-point increase.

The time has come to embrace flipped classrooms. As previously defined, flipped classroom eliminates traditional classroom lectures in favor of meaningful activities. As a result of her research, Dadizon (2016) concluded that flipped classrooms had a positive effect on student performance, despite the fact that the flipping class was extremely difficult. It deviated from the usual/traditional classroom setup, necessitating numerous adjustments on the part of both the teacher and the students. . She also mentioned that technology was one of the challenges. The so-

called meaningful activities may be included as part of the module content in the case of the modular learning approach.

VI. Dissemination of Advocacy Plans

The following activities and programs were conducted/developed based on the study's findings in order to promote and replicate the study's best outcomes.

Means	Activity	Target Date	Participants	Status
Paper Presentation	Paper Presentation of Division Study on Home Facilitator-Learner Interaction on Modular Distance Learning and Academic Performance and Motivation Level	March 11, 2021	Chief Education Supervisor Public School District Supervisor Education Program Supervisor Unit Heads School Principals School Research Coordinators	Accomplished

Paper Presentation	International Webinar Conference hosted by International Alliance of English language Teachers (IAELT)	March 12 to 14, 2021	Researchers from different countries	Accomplished
Paper Presentation	Doctorate Class Arellano University	April 24, 2021	Students from Arellano University	Accomplished
Paper Presentation	City of Malabon University Research Forum	August 11, 2021	Faculty of City of Malabon University	Accomplished
Research Publication	Tambobong Research Journal	November 2021	National Distribution	Accomplished
Institutionalization of Innovation	Implementation and Institutionalization of Project SHARE	November 2021	SDO-Malabon City	Accomplished

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VIII. Annex

SDO-Malabon's Project SHARE supports home facilitators' upskilling

In the advent of new normal Learning Delivery Modalities, SDO– Malabon embraces the challenge by discovering strategies for learning mobilization while banking on the support of stakeholders like home facilitators through the implementation of Project SHARE (Strengthening Home Facilitators' Skill in Facilitating Distance Learning and Accelerating ICT Skills for Retooling and Readiness to Achieve Excellence in Education Amidst Pandemic). Project SHARE, which began in 2020, aids SDO-Malabon's aim to use Modular Distance Learning as a method of learning delivery between teachers and students who are physically separated from each other during teaching. In 2020 the project helped 1,980 home school facilitators under the Special Education Fund (SEF), as they received basic computer literacy training essential for assisting their children during home study sessions. During its pilot implementation, the research was conducted simultaneously by the Planning and Research Unit of SDO- Malabon entitled "Research Program on Assessing Home Facilitators' ICT Level of Literacy: Basis of Proposed Scheme in Distance Learning," the results of which revealed important discoveries particularly on the positive impacts of the program on the success of home education, prompting the department to modify its existing framework to institutionalize the project with Maintenance and Other Operating Expenses (MOOE) as its source of funding. In 2021, all schools are enjoined to participate in the face-to-face implementation of Project SHARE on November 6,

13, and 20, 2021, subject to compliance with the COVID-19 Inter-Agency Task Force's Minimum Health Standard (IATF). An orientation was held last October 18, 2021, and the Division Kick-Off was set for October 29, 2021, while the awarding of the Project SHARE Best Implementer was held on December 7, 2021.