



TEACHERS IN LEAGUE WITH PARENTS: CHAMPIONING GRADE 1 MODULAR DISTANCE LEARNING

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Teachers in League with Parents: Championing Grade I Modular Distance Learning

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Abstract

This study attempted to gauge the status of Grade I Modular Distance Learning in the research locale by focusing on the profile of Grade I teachers and the learners' parents and their perceptions in order to come up with an action plan to enhance the team up of parents and the school in Grade I MDL. Quantitative data analyses (using SPSS 15.0) and descriptive methods were applied. The results show that all Grade I teachers are female, age ranges from 41 to 50 and 50 to 60, with more than 11 years of teaching experience, had 1 to 2 and 5 or more times of MDL training. Majority of the parents are female, relatively young and high school graduates. Concurrently, parents' level of willingness to help teachers facilitate learning to their children in terms of time availability and resources needed are amenable for the positive MDL implementation. Teachers in league with parents are aware and psychologically ready in their perceived and expected roles, responsibilities and duties in championing Grade 1 MDL. Moreover, both teachers and parents provided structure that utilized regular routines and open communication to facilitate learning through the use of MDL. Findings of this study can be used as a basis for further research particularly in developing plans to better understand the status of Grade I learners, teachers, parents, and the researcher of the schools under study, as well as the DepEd to teach and learn through modular distance learning approaches for the continuing educational mission in this new normal and be prepared for any natural calamities.

Keywords: Modular Distance Learning, teachers' and parents willingness, awareness, perceptions

Introduction

In this time of threat and uncertainties brought about by the corona virus (COVID-19), Modular Distance Learning is the learning modality preferred most by the parents of Ramada Elementary School and Bagtu Elementary School respectively, District of Maria Aurora East, Schools Division of Aurora, for the School Year 20202021.

The Modular Distance Learning is completely new to both teachers and parents and is challenged on how it will be carried out. The researcher and the respondents conducted orientation about Modular Distance Learning on the last week of July 2020 and Grade One teachers' oriented parents every Monday, starting on the opening of Classes on October 5, 2020. Each learner received Modular Lessons Weekly in different Learning Areas, such as Mathematics, Mother Tongue Based -MLE, Araling anlipunan, Music, Arts, Physical Education, & Health (MAPEH), and Edukasyon sa Pagpapakatao (ESP) and also Class Program/Schedule. Parents provided seven (7) expanding envelopes with colors depending on the color of textbooks, seven (7) notebooks, as their answer sheets, and one (1) clear book to put the weekly modules to study.

Likewise, parents' guided their children through following the lesson guides in the modules and teachers used text messaging or phone calls to communicate with and monitor learner's progress. Wiseman (2018) stated that the first class with a new group of young learners can be a nerve-wracking experience for teachers old and new. Many spend the night before thinking about how to make a positive start to the year, with a mixture of nerves, excitement, and a desire to get started. However, sometimes things don't always go as expected, and it is important to set a few ground rules in those early lessons to ensure a positive classroom experience for all, throughout the academic year.

According to Adams, et al. (2016), “the successful (inclusive) classroom requires collaborative interaction between teachers and parents”. Based on their findings, “differences can be strength in the creative process when they are collectively focused to accomplish a singular mission or goal and that the diversity and difference of each individual in a collaborative team results in a creative synergy that could not be achieved by members individually”. Moreover, the authors maintained that “teacher-parent collaboration provides the pathway to successful achievement of inclusive classrooms”.

In this period of global pandemic, the need for such joint effort is deemed necessary. With the home being on the center stage in the learning of the children, without the parents’ help, all the objectives may not be achieved. Thus, the researcher opted to look into the collaborative efforts of teachers and parents of Ramada Elementary School and Bagtu Elementary School Grade 1 pupils enrolled for school year 2020-2021 respectively, who are facing the challenges of modular distance learning.

Review of Related Literature and Studies

The transfer of responsibility to teach from the teachers to the parents really require collaboration from both home and school. The success of the modular learning that will be applied for the school year 2020-2021 will be highly reliant on the amount of support one gets from the other.

To define collaboration, Mislán, et al. (2009) defined it as the process where two or more parties work together hand in hand to achieve a common objective and goal. Why is collaboration necessary? According to Narinasamy and Mamat (2013), the diversity of learners often renders teachers experiencing difficulties and challenges.

In the study of Sejpal (2013), it was stated that “modules are increasingly being used in many countries as a way of organizing a language curriculum”. According to him, modular instruction is an alternative instructional design that uses developed instructional materials which are based on the needs of the students. Students are encouraged to work on various activities that are interesting and challenging to maintain focus and attention, thereby encouraging independent study.

However, many people have negative views on distance learning education, wherein they consider it as a gear tool to teach children. Distance learning is not a new concept nor are researches on this topic (Means, et al., 2013; Simonson, et al., 2011; Zhao, et al., 2005). Although distance and online learners faced many challenges historically, such as impersonal interactions and dis-satisfactions, (Lee, et al., 2011; Paechter, et al., 2010. Moreover, distance learning is not a new phenomenon, its popularity has increased the interest and visibility in distance learning as a new method of research and learning to enhance the audiences (Gasevic, et al., 2014). In addition, the line between distance education and traditional education has become blurred, as many establishments have incorporated blended learning into their programs and courses. Stated from the Department of Education Order 13, s. 2020, Modular Distance Learning (MDL) entails an individualized teaching approach that lets learners utilize selflearning modules or SLM, which come in print and digital formats.

This learning structure requires teachers and parents to work together closely. From the study of Khatoon and Akhtar (2010), it was stated that “collaborative learning through peer group leaders proves to be an effective learning process and thus it can enhance learning ability of slow learners. It provides students opportunities for relating their learning to real world

problems and it give every student a chance to make progress and learn according to his/her own specific learning style.”

Sileo and Garderen (2010) insisted that co-teaching requires a considerable amount of planning. Research has suggested several general teacher, administrator, and environmental guidelines for implementing a successful collaborative teaching program. To lead an effective collaborative teaching program, teachers should be willing to take the following two steps: frequently communicate with teaching partner and differentiate instruction based upon students’ needs, learning styles, and interests. Perhaps the single most often cited key to establishing an effective co-teaching program is frequent communication and planning.

Research results of Gregorio, et al., (2019) show that a positive effect on student achievement can be established only when teachers specifically collaborate to discuss or advise each other about student performance. Laal and Ghodsi, (2010) briefly discussed that Collaborative Learning compared with competitive and individualistic efforts, has numerous benefits and typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships; and greater psychological health, social competence, and self- esteem.

Collaborative learning is one of the most appropriate techniques of teachers and parents in teaching the learners in this new normal. It is the process by which learners interact in small groups to learn (Slavin 2014). This instructional technique has been broadly studied from different disciplines and theoretical perspectives (Hmelo -Silver and Ferrari 2013). These techniques have been categorized as cooperative when group interactions are highly structured to achieve specific learning goals, and each learner is responsible for a part of the task. Cooperative learning strategies are mostly conceived from psychological or sociological accounts. In

contrast, collaborative strategies derived mostly from philosophical and political accounts suppose that knowledge is a social construction.

Still, because lack of common planning often leads to poor collaborative teaching practices, co-teaching partners should endeavor to plan together as often as possible (Gurgur & Uzuner, 2010). Collaborative learning has a “social constructivist” philosophical base, which views learning as construction of knowledge within a social context and which therefore encourages acculturation of individuals into a learning community. Interaction is the broadest of the three terms and refers to personal communication, which is facilitated by an understanding of four elements: language tasks, willingness to communicate, style differences, and group dynamics, (Oxford, R. L., 2011).

Ainscow and Sandill (2010) posited that, according to results shown by several studies, for an institution to be identified (as an inclusive school) is to look into its ability to work as a cohesive team. Reed, et al., (2012) maintained that one strategy to open students’ path towards optimum achievement and exercise of potentials is thru teacher- parent collaboration. According to Braley (2012), it is hard to promote and maintain collaboration if the teachers and the parents are working as separate units.

Alber (2012) designed exercises to teach students how to listen and ask good questions to scaffold deep, meaningful collaboration. DepEd Memorandum No. 067 s. 2014, “No Read, No Pass Policy” may contribute to the substantial reduction in the opportunities of Grade I learners to learn lessons in Araling Panlipunan, Mother Tongue Based, Edukasyon sa Pagpapakatao, Music, Arts, Physical Education, and Health, due to increase pressure of teachers and parents to meet academic standards in the learning areas of language/reading (Filipino and English) and Mathematics.

Psychologist Bruce Tuckman, (1965) introduced collaborative teaching as, “forming, storming, norming and performing”, reposted in 2014. When it comes to creating a highly collaborative approach, teachers and parents need to frequently model listening, paraphrasing, artful questioning, and negotiating. Teachers and parents should begin with directing styles, moving through coaching, then participating and finishing with delegation, at which point they are almost detached. From the above-mentioned statements, the teachers in league with parents may taught the lesson, and learners will become independent readers, numerates, fulfill their full potential and will champion the Modular Distance Learning.

Conceptual Framework

To elucidate the study direction, the following conceptual framework is offered.

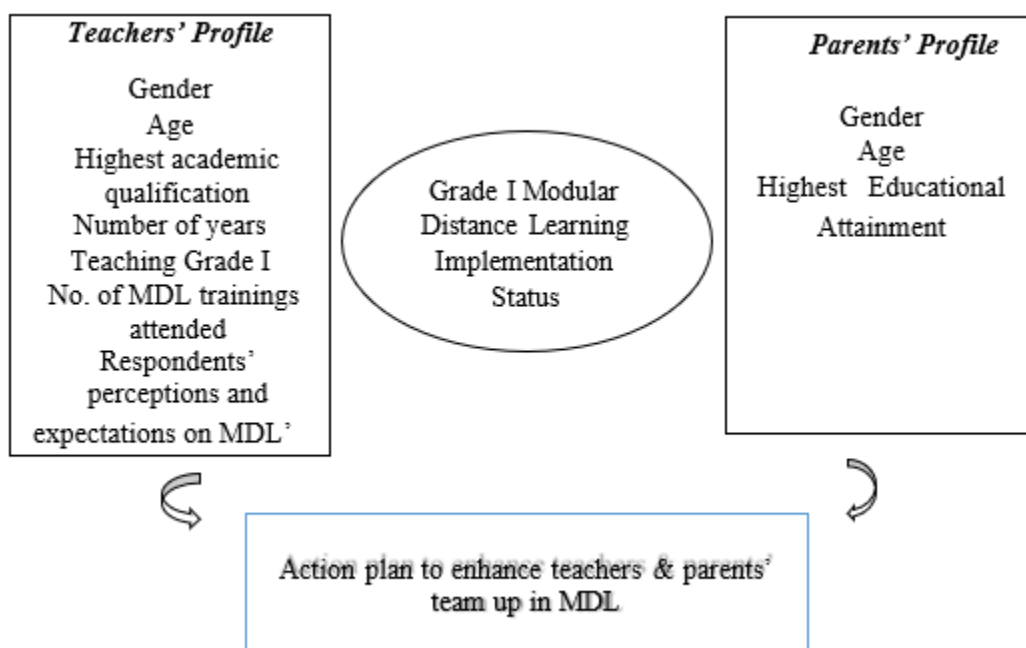


Figure 1. The conceptual framework showing the relationship of the study variables.

Research Questions

This study attempted to gauge the status of Grade I modular distance learning in the research locale by focusing on the profile of Grade 1 teachers and the learners' parents and their perceptions in order to come up with an action plan to enhance the team up of parents and the school in Grade 1 Modular Distance Learning.

1. How may the profile of the Grade 1 teachers be described in terms of:
 - 1.1. Gender
 - 1.2. Age
 - 1.3. Highest academic qualification
 - 1.4. Number of years teaching Grade I
 - 1.5. Number of MDL trainings attended
2. How may the profile of parents be described in terms of:
 - 2.1 Gender
 - 2.2 Age
 - 2.3 Highest educational attainment
3. What is the parents' level of willingness to help the teachers facilitate learning to their children in terms of time availability and resources/materials needed in championing the implementation of MDL?
4. What is the perceptions of the respondents in:
 - 4.1 awareness about Modular distance Learning
 - 4.2 Perceptions of each other's roles in MDL implementation
 - 4.3 Expectations of each other's roles in MDL implementation

5. What plan of action may be offered to enhance team up of teachers and parents in MDL implementation to Grade 1 learners?

Significance of the Study

The findings of this study will benefit the following:

Learners. With the collaborative techniques of parents and teachers, they will be able to read, write, and understand words and numbers. They will enjoy learning that could help them succeed in the context of modular distance learning during the COVID 19 pandemic.

Parents. The children's mentor in learning at home that could develop collaborative strategies and techniques with the teacher and will make learning at home interesting for the child.

Teachers. Learning the different mental strain and coping skills of homes in the implementation of modular distance learning will provide ideas for teachers to develop and/or revise resources that would help make the home studying more effective.

Policy Makers. The findings and results of this study may be utilized as basis for improving policies that could help serve learners and educators in making education meet desired goals.

Researchers. Results of this study may be used as reference for broader scientific queries in modular distance learning in other fields or age group.

Scope and Delimitations

This study focused on the collaborative techniques of teachers and parents of Grade One learners of Ramada Elementary School and Bagtu Elementary School, Maria Aurora East District, Schools Division of Aurora and the relationship of said strategies to the profile of the

respondents. It is directed on the strategies applied in mathematics, language subjects and MAPEH subjects teaching to address the learning needs in the Modular Distance Learning implementation.

Since it only have the Grade 1 parents of the two schools under studied and the two Grade 1 teachers as respondents, results were applicable only to the said schools, parents and pupils. Thus, findings did not reflect the collaborative techniques of teachers and parents in the whole District of Maria Aurora East nor the Schools Division of Aurora.

Methods

Type of Research

This study used the descriptive-survey method to gather data about varying subjects. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, when, where, when and how questions, but not why questions. (McCombis, 2010)

The description is often combined with comparison and contrast involving measurement, classification, interpretation and evaluation. It is concerned with conditions of relationships that exist, practices that prevail, beliefs or processes that are going on, effects that are being felt or trends that are developing.

From the above-mentioned, the researcher looked into the profile of the Grade I teachers as to the highest educational attainment and training attended related to Modular Distance Learning. Also, the parents profile in terms of age, marital status, income, and highest educational attainment. Moreover, the study identified the collaborative techniques applied by the respondents in teaching the module lessons in Mathematics, languages (Filipino/English/AP/MTB), and Music, Arts, Physical Education, and Health (MAPEH) to the

learners towards modular distance learning. The collaborative techniques applied significantly related between and among the variables with the profile of the respondents shall be dealt with in this study.

Respondents and Sampling

The respondents of this study were the two (2) teachers and forty three (43) parents of Grade 1 learners enrolled for school year 2020-2021 of Ramada Elementary School and Bagtu Elementary School in the District of Maria Aurora East, Schools Division of Aurora who were selected using total population sampling. The researcher decided to utilize total enumeration to achieve a thorough inquiry of the entire population.

Instruments

The main instrument used was a two-part questionnaire –checklist crafted by the researcher. Part I contained information on respondents' profile variables, namely: sex, age, marital status, highest educational attainment, and monthly income. Part II was a list of indicator statements describing collaborative activities at which the respondents rated as Always applied, Most of the time applied, Seldom applied or Never applied. The data was augmented by validating the profile (Part I) with the Learner Enrolment Survey Form (LESF) submitted to the school during the enrolment period of SY 2020-2021 and the researcher's notes during semi-structured interview with the respondents.

Data Collection Procedure

The researcher submitted the research proposal to the Schools Division Office – Research Evaluation Committee, for review and approval. Upon approval, the letter of consent/assent was distributed to the parents to know if they would be willing to become participants of the study.

The questionnaire was floated, interviews were conducted and verification of data for profile was done using the LESF files. The responses were listed using appropriate coding system and data was tabulated for better presentation.

Ethical Considerations

The researcher observed the minimum health standards in the whole duration of the study. The questionnaires were sent online whenever possible. For the respondents with internet connectivity issues, the hard copies of the questionnaires were distributed after having the instrument subjected to disinfection measures. Upon retrieval of the instruments, it was disinfected again using germicidal lamp. All responses were kept confidential.

To ensure safety of information about the teachers and parents, consent letters were provided in view of the approved request from the Schools Division Superintendent. Ensuing research ethics and rules were duly observed to avoid problems that may arise, namely: plagiarism, intellectual dishonesty and other related issues.

Data Analysis

For data analysis, the researcher utilized mixed methods (Newby, 2010), which were, quantitative data obtained from the questionnaire that were interpreted using the Statistical Packages for Social Sciences (SPSS 15.0) while the qualitative data from semistructured interviews were examined using descriptive statistical procedures and drawn conclusions. Systematic profiling of the respondents (Questions 1 and 2), frequency and percentage were used. The Pearson Correlation Coefficient was applied to know if the profile variables are significantly related with the teaching techniques or not.

Results and Discussion

This study was an effort to investigate the experiences and struggles as well as the techniques and strategies of teachers and parents with Modular Distance Learning mode of education to Grade One learners during school closure due to COVID-19.

1. Profile of Grade 1 Teachers

1.1 Teacher's Gender

Table 1 shows the profile of teachers as to gender. It can be gleaned that both teachers are female, with 2 or 100% and no male teacher. According to Esplada (2010), DepEd records showed that 86 percent of the total population of teachers in the Philippines are female.

In order to establish the relationship between gender and teachers' effectiveness in the implementation of MDL in Grade One, Pearson correlation was calculated between teacher effectiveness and gender. Correlation was found to be significant at the 0.05 level (2-tailed). It implies that, elementary education is a profession dominated by females.

Weaver Hightower (2011) stated "countries worldwide have seen crisis discourses over small numbers of male teachers" (p. 97).

Table 1
Teacher's Profile as to Gender

GENDER	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
FEMALE	2	100	100	100
TOTAL	2	100	100	100.0

1.2 Teacher's Age

Table 2 shows the teachers' profile as to age. It shows that one teacher or 50% belongs to 41-50 years old and the other or 50% of the teachers' age is from 50 to 60 years old.

It implies that the teachers were able to implement the MDL collaboratively with parents.

Contradictory to the old finding that as the age advances there is burnout (Jackson et al., 1993; Song, 2008).

Table 2
Teacher's Profile as to Age

AGE BRACKET	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
41-50 YEARS OLD	1	50	50%	50
51-60 YEARS OLD	1	50	50	100.0
TOTAL	2	100	100	

1.3 Teacher's Profile as to Highest Educational Attainment

Table 3 shows the teacher's profile as to their highest educational qualification. It can be seen that both teachers are college graduate with a total of 2 or 100%. No teachers have master's or doctor's degree.

Table 3
Teacher's Profile as to Highest Academic Qualification

ACADEMIC	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
COLLEGE	2	100	100	100.0
Master's Degree	0	0	0	0

1.4 Number of Years Teaching Grade 1

Table 4 shows the profile of teachers as to the number of years teaching Grade I. It can be gleaned that both or 100% of the teachers have over 11 years of Grade 1 teaching experience. No teachers were found having 10 years below experience in present position. It was evident that they are seasoned Grade One teachers but faced with an unprecedented need to switch to their

computers from textbooks and blackboards. For decades our education system has been based on a very particular pattern and a drastic change like this will put them into challenging situation.

Table 4

Teacher's Profile as to Number of Years Teaching Grade I

TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
0-5 YEARS	0	0	0	0
6-10 YEARS	0	0	0	0
11 YEARS AND ABOVE	2	100	100	100.0

1.5 Number of MDL Trainings

Table 5 shows the profile of teachers as to number of Modular Distance Learning

Training Attended. It can be seen that one teacher or 50% attended MDL once to twice. No teacher had 3-4 times MDL training. The other had more than five times or 50%. Phan & Dang (2017) stated that factors such as training, attitude, technical competence, time constraints, pedagogy, and methodology were among the major distance learning education elements. It is evident that teachers had taken appropriate measures by attending trainings in this time of crisis to ensure that education is not compromised and children can learn to read, write, and understand numbers even while staying at home.

However, to keep abreast of distance learning education trends, the teachers should be equipped with the knowledge and skills in distance learning education (Rhini, 2018)

Table 5

Teacher's Profile as to Number of MDL Training Attended

TRAINING	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
1-2 TRAINING	1	50	50	50
5 OR MORE	1	50	50	100.0

TRAININGS

TOTAL	2	100	100
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2.Profile of Parents**2.1 Parents' Gender**

Table 6 shows the profile of parents as to gender. It can be seen that majority of the respondents were female with a total of 35 or 81.4%, and male with a total of 8 or 18.6%.

Table 6
Parent's Profile as to Gender

GENDER	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
MALE	8	18.6	18.6	18.6
FEMALE	35	81.4	81.4	100.0
TOTAL	43	100	100%	

2.2 Parents' Age

Table 7 shows the profile of parents as to age. Most parents were aged 20 to 30 with a total of 18 or 41.9% , followed by those in ages 31 to 40 with a total of 15 or 34.9% , then 41-50 with 9 or 20.9% and lastly 51 to 60 years old, 1 or 2.3%. It could be gleaned that most of the Grade I pupils' parents are relatively young and able to help the teacher in their children's education using MDL. This data for preference of age by parents was not statistically significant. (P value > 0.05) Bodhe et al., also had similar findings (Bodhe et al., 2015). It implies that most parents are in their young age and able to assist their children in the implementation of MDL.

Table 7
Parent's Profile as to Age

AGE BRACKET	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
20-30 YEARS OLD	18	41.9	41.9	41.9
31-40 YEARS OLD	15	34.9	34.9	76.7
41-50 YEARS OLD	9	20.9	20.9	97.7
51-60 YEARS OLD	1	2.3	2.3	100.0
TOTAL	43	100	100	

2.3 Parents' Profile as to Mother's Highest Educational Attainment

Table 8 shows the profile of mother as to highest educational attainment. It can be gleaned that most mothers were high school graduate with a total of 23 or 53.55, followed by elementary graduates with a total of 11 or 25.6%, then college graduate with a total of 9 or 20.9%. There are no master's and doctor's degree holders among the respondents.

Table 8
Mother's Profile as to Highest Educational Attainment

EDUCATION	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
ELEMENTARY	11	25.6	25.6	25.6
HIGH SCHOOL	23	53.5	53.5	79.1
COLLEGE	9	20.9	20.9	100.0
TOTAL	43	100.0		

2.4 Father's Profile as to Highest Educational Attainment

Table 9 shows the profile of father as to highest educational attainment. It can be seen that most fathers were high school graduate with a total of 29 or 67.4%, this is followed by elementary graduate with a total of 9 or 20.9%, then few college graduates with 5 or 11.6% . Just like the profile of mothers, there are no master's and doctor's degree holders among the father

respondents. This implies that most fathers do not have formal education in teaching their children.

Table 9
Father's Profile as to Highest Educational Attainment

EDUCATION	FREQUENCY	PERCENTAGE	VALID PERCENT	CUMULATIVE PERCENT
ELEMENTARY	9	20.9	20.9	20.9
HIGH SCHOOL	29	67.4	67.4	88.4
COLLEGE	5	11.6	11.6	100.0
TOTAL	43	100.0	100.0	

3.Parent's Level of Willingness

Table 10 shows the parents' level of willingness to help teachers facilitate learning. Although parents thought they had enough resources, according to the survey, majority of the parents showed very well their willingness to help the teachers thru: readiness to go to school to receive all forms and modules (30 or 69.8%); spend time to facilitate learning (26 or 60.5%), monitor progress and report it to the teacher (26 or 60.5%), inform the teacher if they encountered difficulties in teaching the topic (22 or 51.2%), and provide materials needed (23 or 53.5%).

There were some parents who can show willingness to go to school to receive all forms and modules needed by their child with a total of 12 or 27.9%, followed by willingness to spend time to facilitate learning to their children with 16 or 37.2%, then willing to monitor child's progress and report it the teacher via chat, phone, or other online platforms with a total of 16 or 37.2%, then will inform the teacher if encountered difficulties teaching the topics to their children with 18 or 41.9%, and lastly willingness to provide materials needed by their children in their MDL studies with a total of 17 or 39.5%.

Parents who partially showed willingness have an average of 2 or 4.65%. No parents were unwilling to cooperate with the teachers to facilitate learning to their children in terms of

time availability and resources/materials needed in championing the implementation of MDL in Grade I. The partial willingness shows that as family providers, the economic survival comes first before addressing school summons. This proves the truth that “parents seemed to have a tendency to first “survive and then thrive” (Clark et al., 2020). As noted in Maslow’s hierarchy of needs, individuals’ most basic needs must be met to achieve higher level needs (Steere, 1988). Safety and health are basic needs in the hierarchy (Maslow, 1943).

Table 10
Parents’ Level of Willingness

Indicators In Modular Distance Learning ...	Mahusay ko itong magagawa (4)		Kaya ko ito (3)		Magagawa ko ito ng kaunti (2)		Hindi ko kayang gawin (1)	
	F	%	F	%	F	%	F	%
Handa akong pumunta sa paaralan upang makatanggap ng lahat ng mga form at modyul na kailangan ng aking anak.	30	69.8	12	27.9	1	2.3	0	0
Maggugugol/maglalaan ako ng oras sa aking anak upang mapadali ang kanilang pag-aaral.	26	60.5	16	37.2	1	2.3	0	0
Susubaybayan ko ang pag-unlad ng pagkatuto ng aking anak at iulat ito sa guro sa pamamagitan ng chat, telepono, o iba pang mga online platform.	26	60.5	16	37.2	1	2.3	0	0
Ipapaalam ko sa guro kung nahihirapan akong magturu ng mga paksa sa aking anak.	22	51.2	18	41.9	3	7.0	0	0
Magbibigay ako ng mga materyal na kinakailangan ng aking anak sa kanyang pag-aaral ng MDL.	23	53.5	17	39.5	3	7.0	0	0

From the above results, it implies that parents were psychologically ready and willing to help teachers in the new normal way of schooling thru the use of MDL. This result indicates that parents were aware of the importance of dedicating some time to children. It is worthwhile to mention that parents indicated that the quality of the devoted time is more significant than the

quantity of time. However, some parents are concerned because of their educational attainment or the type of occupation they engaged in.

4. Respondents' Perceptions on:

4.1.A Teachers' Awareness on Modular Distance Learning

Table 11 presents perceptions of teachers about Modular Distance Learning. As can be seen from the table, teachers knew very well that pupils receive modules to study at home with 2 or 100 %; that topics are from Most essential Competencies of learning with a total of 2 or 100%; that two subjects are to be studied per day which responded by 2 or 100%; and distance learning is required to safeguard the health and safety of everyone (2 or 100%), while for the awareness of parents or family members to guide the learners in their studies got 1 or 50% know very well.

There is 1 or 50% of the teachers who knew that parents or family members will guide the pupils in their studies. No teachers were found with little awareness and unaware of MDL. The results show that the teachers were highly aware of the presence and consequences caused by the COVID-19 pandemic. The correlation between teacher's demographic profiles and awareness to COVID-19 shows no relationship at all. It is comforting to know that teachers knew very well the use of MDL thru orientation and training. It is a boost to the parents that their children will receive formal education thru MDL. However, there is still doubt for those parents who have tight schedule at work and cannot assist own child.

Table 11
Teachers' Awareness on Modular Distance Learning Indicators

Indicators	I know very well (4)		I know (3)		I know a little (2)		I do not know (1)	
	F	%	F	%	F	%	F	%
Pupils receive modules to study at home.	2	100	0	0	0	0	0	0

Parents or family members will guide the pupils in their studies.	1	50.0	1	50.0	0	0	0	0
The topics are the Most Essential Competencies for learning.	2	100.0	0	0	0	0	0	0
Two subjects are to be studied per day.	2	100.0	0	0	0	0	0	0
Distance learning is required to safeguard the health and safety of everyone.	2	100.0	0	0	0	0	0	0

4.1.B Parents' Awareness on Modular Distance Learning

Table 12 presents the awareness of parents on MDL. As seen from this table, no parents were unaware on the use of MDL. They know very well that their children will receive modules to study at home (37 or 79.1%); that they will guide their children in their studies (29 or 67.4%); that the topics are the Most Essential Learning Competencies (26 or 60.5%); that two subjects are to be studied daily (23 or 53.5%); and MDL is the most applicable to safeguard the health and safety of everyone (27 or 62.8%).

There are parents who knew that their children will receive modules to study at home with a total of 7 or 16.3%; then 13 or 30.2% knew that they will guide their children in their studies; 17 or 39.5% knew that the topics are the Most Essential Competencies for learning; followed by 18 or 41.9% knew that two subjects are to be studied per day; and 16 or 37.2% knew that distance learning is required to safeguard the health and safety of everyone.

Parents who knew little about MDL have 2.32% or 1. No parents were found unaware of MDL. From the above data, it was revealed that parents were aware about MDL and the additional tasks they need to share. Even so, there is still doubt or confusion on how they can assist their children, go about the schedule in doing assigned learning areas and assist them to meet the given timeline.

Table 12
Parents' Awareness on Modular Distance Learning

Alam na alam ko na sa Modular Distance Learning...	Indicators		Alam na alam ko (4)		Alam ko (3)		Alam ko ng kaunti (2)		Hindi ko alam (1)	
			F	%	F	%	F	%	F	%
Ang mga mag-aaral ay gumagamit ng mga modyul upang pag-aralan sa bahay.			34	79.1	7	16.3	2	4.7	0	0
Ginagabayan ng mga magulang o miyembro ng pamilya ang mga mag-aaral sa kanilang pag-aaral.			29	67.4	13	30.2	1	2.3	0	0
Ang mga paksa ay ang PinakaMahalagang Kakayahan para sa pagaaral.			26	60.5	17	39.5	0	0	0	0
Dalawang paksa ang dapat pag-aralan bawat araw.			23	53.5	18	41.9	2	4.7	0	0
Kailangan ang pag-aaral sa bahay, nakalayo sa ibang mag-aaral upang mapangalagaan ang kalusugan at kaligtasan ng lahat.			27	62.8	16	37.2	0	0	0	0

4.2.A Teacher's Role Perception

Table 13 presents the teachers' perceptions of their role in MDL implementation. Result shows that 2 or 100% of the teachers can do very well that they need to keep an open communication to parents' queries and updates; that they have to monitor the learner's progress thru text, call, group chat, or any other online platforms with a total of 2 or 100%; that they need to inform parents on the learning progress of the learners with 2 or 100%; and meet the requirements set by the DepEd as a Grade One teacher with 2 or 100% responses.

Meanwhile, results indicated that only 1 or 50% of the teachers can do very well in the preparation of all forms and modules needed by the learners. No teacher can't do the perceptive roles. One or 50% of the teachers are expected to do the preparations of all forms and modules needed by the pupils. This implies that among the factors that affect one's level of acceptance of the roles as educator is the capability to use technology (e.g. computer) to accomplish tasks such as preparation of forms.

Table 13
Teachers' Roles Perceptions Indicators

Indicators In Modular Distance Learning , my roles are...	I can do it very well (4)		I can do it (3)		I can do it a little (2)		I cannot do it (1)	
	F	%	F	%	F	%	F	%
To prepare all forms and modules needed by the pupils.	1	50.0	1	50.0	0	0	0	0
To keep an open communication to parents' queries and updates.	2	100.0	0	0	0	0	0	0
To monitor my pupils' progress via chat, phone, or other online platforms.	2	100.0	0	0	0	0	0	0
To inform parents of their child's learning progress and provide suggestions based on the results.	2	100.0	0	0	0	0	0	0
To meet the requirements set by the DepEd on me as a Grade I teacher.	2	100.0	0	0	0	0	0	0

4.2.B Parent's Role Perceptions

Table 14 presents the perceptions of parents of their roles in the implementation of MDL. Majority of the parents can do very well the perceived roles expected on them thru: receiving all forms and modules needed (27 or 62.8%); attending orientation and keep an open communication to teachers if there are queries, updates, and doubts regarding the lessons in the modules (28 or 65.1%); providing support to their children by preparing balance diet, study space, and learning materials needed (27 or 62.8%); ensuring child's study schedule are followed and finished all the tasks on time (24 or 55.8%); and understanding that the MDL will be beneficial to child's learning while staying safely at home (31 or 72.1%).

There are parents who can do the expected roles to receive all forms and modules needed with a total of 16 or 37.2%; attend orientations and keep an open communication to teachers if there are queries, updates and doubts regarding the lessons in the module with 13 or 30.2% responses; 16 or 37.2% responded to provide support to children by preparing balanced diet, study space, and learning materials that will help learners study well; to ensure that their children follows the study schedule and finishes tasks on time, 18 or 41.9% responded; and there are 12

or 27.9% understand that the modular distance learning will help children study and learn while safely staying at home. This implies that the parents can do their roles very well in the implementation of MDL to their children. There are 1.39% or 1 parent that can partially do a little role expected on him/her. It shows that no parent cannot do their roles.

Table 14
Parents' Roles Perceptions

Indicators In Modular Distance Learning , my roles are...	I can do it very well (4)		I can do it (3)		I can do it a little (2)		I cannot do it (1)	
	F	%	F	%	F	%	F	%
Kunin ang lahat ng mga form at modyul sa paaralan na kinakailangan ng aking mga anak.	27	62.8	16	37.2	0	0	0	0
Dumalo ng mga oryentasyon at mapanatili ang isang bukas na komunikasyon sa mga guro kung mayroon akong mga tanong, nais alamin at linawin tungkol sa mga aralin sa modyul.	28	65.1	13	30.2	2	4.7	0	0
Magbigay ng suporta sa aking anak sa pamamagitan ng paghahanda ng balanseng pagkain, puwang ng pag-aaral, at mga materyales sa pag-aaral na makakatulong sa kanya ng pag-aaral nang mabuti.	27	62.8	16	37.2	0	0	0	0
Matiyak na sumusunod ang aking anak sa iskedyul ng pag-aaral at matapos ang lahat ng kanyang mga gawain sa oras,	24	55.8	18	41.9	1	2.3	0	0
Maunawaan na ang modular na pag-aaral ay makakatulong sa aking anak na magaral at matuto habang ligtas na nanatili sa bahay.	31	72.1	12	27.9	0	0	0	0

4.3 A Teacher's Roles Expectations

Table 15 presents the expectations of teachers towards parents' roles in the implementation of MDL. It can be gleaned that teachers have very high expectation to the parents in terms of going to school and receive all forms and modules needed by the children with 1 or 50%; attend orientations and keep an open communication for queries and updates with

1 or 50% responses; monitor child's academic progress with 1 or 50% responses; support child's studies at home thru direct and direct assistance such as provide time with the child and materials needed, ensure the child has balanced diet and activities, encourage the child, be patient with their children with total responses of 1 or 50%; and keep in mind that the MDL is for the best interest of their child and not to burden them in any way, with 1 or 50% responses.

There are moderate expectations of teachers towards parents in terms of going to school and receive all forms and modules needed by the children with 1 or 50%; attend orientations and keep an open communication for queries and updates with 1 or 50% responses; monitor child's academic progress with 1 or 50% responses; support child's studies at home thru direct and direct assistance such as provide time with the child and materials needed, ensure the child has balanced diet and activities, encourage the child, be patient with their children with total responses of 1 or 50%; and keep in mind that the MDL is for the best interest of their child and not to burden them in any way, with 1 or 50% responses.

Teachers have no responses for the low expectations and no expectation towards parents' roles. This means that the teachers fully trust that their parents have the willingness to cooperate with the school in the implementation of modular distance learning. Wolbert (2018) stated that, "Parents often pointed out that the tasks assigned by teachers were so difficult that their children would not have been able to complete them without parental support, and the need for this support increased in primary school. Often, parents chose the answer that more support was necessary than they were able to provide. This confirms the desire of parents to support students to strengthen their flourishing".

Table 15
Teachers' Roles Expectations

Indicators		Very high expectation (4)		Moderate expectation (3)		Low expectation		No Expectation	
In Modular Distance Learning , I expect that 100 % of the parents will ...									
						(2)		(1)	
		F	%	F	%	F	%	F	%
Go to school and receive all forms and modules needed by the pupils.		1	50.0	1	50.0	0	0	0	0
Attend orientations and keep an open communication to me for any queries and updates.		1	50.0	1	50.0	0	0	0	0
Monitor their child's academic progress .		1	50.0	1	50.0	0	0	0	0
Support their child's studies at home thru direct and indirect assistance (such as: provide time with the child and materials he/she needs, ensure the child has balanced food and activities, encourage the child, be patient with their child).		1	50.0	1	50.0	0	0	0	0
Keep in mind that the MDL is for the best interest of their child and not to burden them in any way.		1	50.0	1	50.0	0	0	0	0

4.3.B Parent's Roles Expectations

Table 16 presents the parents' expectations on the teachers' roles in the implementation of MDL. It shows that majority of the parents have very high expectations towards teachers; 27 or 62.8% expected attention when in school and receive all forms and modules needed by their children; 27 or 62.8% responded that they expected teachers for orientation and keep an open communication for queries and updates; 31 or 72.1% expected teachers to monitor their child's academic progress; 33 or 76.7% expected teachers to support their child's studies at home by providing pointers to review, explaining what to do in the MDL and be patient when there are queries; and 28 or 65.1% expected teachers to understand that parents have many tasks and teaching their children is very challenging so they need support for guidance.

The table also shows that parents have moderate expectations towards the teachers in the use of MDL for the learning of their children thru: giving them attention when they go to school to receive all forms and modules needed (16 or 37.2%); providing orientation and keeping an open communication for queries and updates about the lessons (16 or 37.2%); monitoring and informing about their children's academic progress (12 or 27.9%); providing pointers to study or review, explaining clearly the instructions in doing the lessons in MDL and be patient when asking for clarifications (10 or 23.3%); and understanding deeply that teaching children is very challenging due to work load at home (13 or 30.2%).

There are also 2 or 4.7% of the parents who have low expectations towards teachers. No parents found with no expectation to the teachers. The above results show that there is a close coordination between parents and teachers in the schools under study. Being institutions in rural areas, the atmosphere of cooperation, which is very usual, is felt based on the responses.

Table 16
Parents' Roles Expectations

Indicators	Very high expectation (4)		Moderate expectation (3)		Low expectation (2)		No expectation (1)	
	F	%	F	%	F	%	F	%
In Modular Distance Learning , I expect that 100 % of the teachers will ...								
Bigyan ako ng pansin kapag pumapasok ako sa paaralan at tumatanggap ng lahat ng mga form at modyul na kailangan ng aking anak.	27	62.8	16	37.2	0	0	0	0
Magbigay ng mga oryentasyon at panatilihin ang isang bukas na komunikasyon sa akin kung mayroon akong anumang mga katanungan at pagupdate tungkol sa mga aralin ng aking anak.	27	62.8	16	37.2	0	0	0	0
.Subaybayan at ibahagi sa akin ang pagunlad ng akademiko ng aking anak	31	72.1	12	27.9	0	0	0	0

Suportahan ang mga pag-aaral ng aking anak sa bahay sa pamamagitan ng pagbibigay sa akin ng mga payo para sa pag-aaral o repasuhin, na nagpapaliwanag sa akin kung ano ang gagawin sa MDL ng aking anak at maging matiyaga sa akin kapag mayroon akong mga query.	33	76.7	10	23.3	0	0	0	0
Maunawaan na marami akong mga gawain at ang pagtuturo sa aking anak ay napakahirap sa akin kaya kailangan ko ng suporta mula sa guro upang gabayan ako.	28	65.1	13	30.2	2	4.7	0	0

5.1 Action Plan

STRATEGY	ACTIVITIES	TARGET DATE	PERSONS INVOLVED	SUCCESS INDICATOR
Quarterly virtual orientation on MDL	Quarterly virtual orientation	August 30, 2021 November 25, 2021 February 15, 2022 May 15, 2022	School Head Master Teacher Teachers Parents	Conducted four (4) quarterly virtual orientations on MDL
Attendance to webinars on learning modalities	Webinars on learning modalities	Year round	School head Teachers SDO	Teachers were able to attend at least one (1) webinar on learning modalities.
Teachers' orientation on conducting home visits and conferences with parents.	School-based orientation on conduct of home visits and conference with parents.	August 25, 2021	School head Teachers	One (1) school based orientation on conduct of home visits and conferences was conducted. Forms for school visits and conferences were distributed.

Institutionalization of school Group Chat for MDL	Official school GC creation Facilitation of information flow in the school GC	August 25, 2021	ICT Coordinator School Head Class adviser	An official school GC was established A personnel was designated to monitor and facilitate communication in the school GC
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Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. All Grade 1 teachers are female, age ranges from 41 to 50 and 51 to 60, with more than eleven years of teaching experience, and had 1 to 2 and 5 or more times of MDL training.
2. Majority of the parents are female, relatively young and high school graduates.
3. Parents' level of willingness to help the teachers facilitate learning to their children in terms of time availability and resources needed are amenable for the positive MDL implementation.
4. Both teachers and parents provided structure that utilized regular routines and open communication to facilitate learning through the use of MDL.
5. Teachers in league with parents are aware and psychologically ready in their perceived and expected roles, responsibilities, and duties in championing Grade I MDL.

Recommendations

From the conclusions made, the following are recommended:

1. There should be an established structure for regular routines, communication and stronger partnerships for parents and teachers.
2. Enhance teacher's quality and lifelong professional development thru trainings/seminars.

3. Parents with low educational attainment must be given assistance of para- teachers thru the help of Local Government Units.
4. Use books instead of modules.
5. DepEd and law makers must evaluate the effectiveness of different educational approaches and develop adaptable or localized model of teaching and learning suited to specific educational needs.

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