



SURMOUNTING THE BRIM OF MODULAR LEARNING MODALITY: A PHENOMENOLOGICAL STUDY

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ABSTRACT

Pandemic makes a vast change wherein everything outside and even inside everyone's home is in calamity. The closure of educational institutions such as the school in which learning is a shift into a new platform of learning. Modular learning modality mode is used where all instructional materials are printed. It is one way to continue a student's education in-house without risking their health. Parent's serve as the teacher and guide their children in learning while they do house chores and jobs to provide needs. A qualitative phenomenological approach was used to investigate and provide revealing looks and perspectives on the said issues of the parents. The study aims to discover and understand the lived experiences and perspectives of the children's parents who are surmounting the brim of modular learning. In this study, 14 parents were selected. Particularly those parents that have elementary students will be our participants. The researcher gathered information from the participants through in-depth interviews. This research attempts to explore parents' perspectives in surmounting the brim of modular learning, examine its outcomes, and investigate how parents deal with the issue. There are six themes revealed in this study. Interestingly, findings revealed that parents have a hard time in the implementation of modular learning modality. Therefore, parents' lived experiences in modular learning modality should be considered and understood for them to look for an outlet to express and hear their voice on facing this new learning as they work and teach children at the same time. Modular learning parents play an important role in a student's development and progress.

KEYWORD: *parents lived experiences, modular learning modality, handling children in teaching modules, Philippines*

INTRODUCTION

Rationale

Many schools implement the blended learning modality since we are experiencing the deadly virus called CoronaVirus (COVID 19). Many students are unfamiliar with the blended learning format, especially to the parents, since they have never been exposed to the online world. Thus, blended learning is not applicable in rural areas because of no internet access. Online learning is not the only type of distance learning. (Manlangit, Pierce et al., 2020) While the COVID-19 pandemic sent educational institutions scrambling to move classes online, many forget that there are other modes for distance learning. Modular learning is a form of distance learning that uses Self-Learning Modules (SLM) based on DepEd's essential learning competencies (MELCS). The modules include sections on motivation and assessment that serve as a complete guide of both teachers' and students' desired competencies. Teachers will monitor the learners' progress through home visits (following social distancing protocols) and feedback mechanisms and guide those who need special attention.

According to Sejjpal (2013), In the United States, Australia, and many other Western countries, including the Asian region, Modular teaching is one of the most widespread and recognized teaching-learning techniques. Modular is used in almost all subjects like natural science, especially in biology

and medical education, and even in social sciences and computers education. All kinds of subjects are being taught through modules. It is a recent development based on programmed learning, a well-established and universally recognized phenomenon. It considers the individual differences among the learners that necessitate the planning for adopting the most appropriate teaching techniques to help the individual grow and develop at her/his own pace.

In Indonesia, the government should cooperate with the postal service to help teachers distribute printed worksheets and modules for students, drawing from positive experiences in France, AFP (2020). The Ministry of Education and Culture (MOEC) and the Ministry of Religious Affairs (MORA) need to consider distance learning approaches adjusted to regional characteristics. Distance learning exacerbates barriers of vulnerable students to access education, so diversification of the delivery medium beyond the Internet should be considered. Options may include radio programs or postal services for regions with low connectivity.

Blended learning is not new to the Philippine Education System since many colleges and universities around the country already adopted these concepts a long time ago. But DepEd suggested that during this pandemic, traditional approaches shifted into blended learning. The DepEd secretary said to use all alternatives to disrupt the opening of classes this coming SY 2020-2021 (Esquerra D., 2020). The department is also working

with printed self-learning modules for modular learning. Experts from the DepEd prepared and updated previous materials for current use in the new normal (Rodriguez, A., 2020).

Modular learning is the most popular type of Distance Learning. In the Philippines, this learning modality is currently used by all public schools because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, J., 2020). This is also in consideration of learners in rural areas where the internet is not accessible for online learning.

One study reveals that 73% of learners in Baguio City National High School, Baguio City, Philippines stated that they have a reliable internet connection, on the contrary, 67% of students in a mountainous area of the Balbalayang National High School (BNHS) do not have a reliable internet connection. Nevertheless, most of the students from both schools still prefer Modular Learning over Online Learning. Hence, from a total of thirty respondents, twenty-seven of them have chosen Modular Distance Learning. The main challenges that the students have encountered are a self-studying, poor internet connection, lack of sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus (Dangle, Y. and Sumaoang, J., 2020).

Parental support is a key component of student success in an online environment (Black, 2009). However, providing support may be difficult because the parents may be unfamiliar with the format, as they themselves may never have been exposed to online learning. Even if they have taken a college course in an online or blended format, they most likely have never taken a course online at the K-12 level.

This phenomenological study discovered the lived experiences and perspectives of the parents who are facing the new normal learning, which is the modular learning adopted at every school in our country and specifically here in Camanlangan Elementary School, Camanlangan, New Bataan, Davao de Oro, and described how the parents who have children enrolled to these school addresses the modular learning on how they overcome with it.

Given these scenarios, the researcher finds it necessary to conduct the study to find out how parents deal with experiencing modular learning to their children facing the new normal situation.

Purpose of the study

This study aimed to discover and understand the lived experiences and perspectives of the children's parents who are surmounting the brim of modular learning. This research employed a qualitative phenomenological approach to thoroughly investigate and to provide revealing look and perspectives on the said issues of the parents at Camanlangan Elementary School, Camanlangan, New Bataan, Davao de Oro.

Specifically, this research attempted to explore parents' perspectives in surmounting the brim of modular learning; and examine its outcomes, and investigate how parents dealt with the issue.

Research Questions

Specifically, this study sought to answer the following questions:

1. What are the challenges faced by parents in the implementation of modular learning?
2. How do parents cope with the challenges experienced?
3. What are the insights they experience in surmounting modular learning?

Theoretical Lens

This study is anchored in Self-determination theory (SDT) by Ryan and Deci (2000). It is a broad theory of human personality and motivation concerned with how the individual interacts with and depends on the social environment. SDT defines intrinsic and several types of extrinsic motivation and outlines how these motivations influence situational responses in different domains and social and cognitive development and personality. SDT is centered on the basic psychological needs of autonomy, competence, and relatedness and their necessary role in self-determined motivation, well-being, and growth. Finally, SDT describes the critical impact of the social and cultural context in either facilitating or thwarting people's basic psychological needs, perceived sense of self-direction, performance, and well-being.

SDT theorists suggest that students experience intrinsic, integrated, and/or identified forms of motivation when they are in educational settings, they perceive to support autonomy, competence, and relatedness (Deci et al., 1991). However, using behavioral modification techniques that focus on token rewards and punishment are the epitome of controlled environments.

Parental attitudes toward academic institutions can act as strong socializing agents for their children and influence a host of learning variables, including motivation (Wentzel, 2002). On the other hand, parents' negative attitudes toward school environments could easily undermine their children's motivation for academic pursuits, especially in the school context (Campbell & Verna, 2007). Past research has revealed that parental involvement, especially with homework, can create teacher-parent conflict and have negative associations with a child's academic achievement (Epstein, 2001).

Parent's perspectives are important to this study if how are they going to react to the situation. The parents of this study identified a combination of autonomy-supportive and controlling strategies to develop academic motivation at home. Many of the strategies that parents highlighted within the Scaffolding theme, such as recognizing academic interests and using reasoning or logic, have been documented as autonomy-supportive and linked to self-determined forms of motivation (Reeve, 2002; Reeve et al., 2004).

The study's goal was to understand the participants' views and gain a better understanding of their perspectives on how they overcome the brim of modular learning. Research questions were developed for the researchers to find answers to how parents overcome and deal with the situation. Participants have different lived experiences and perspectives, which

influences how they interpret and respond to the problem. Hence their realities and thoughts may differ from one another.

Furthermore, the researchers are confident that the result of the study will be beneficial to the parents to deepen their understanding of the implication of modular learning modality and widen their knowledge on how to keep going to pursue their dreams and to children's dreams in life.

Scope and Limitations of the Study

This study was limited to the 14 parents since they are experiencing today's modular learning modality of their children. Particularly those parents that have elementary students will be our participants in the said study. Students and teachers are not included as our participants.

To our personal observation of the researchers and personal responses of the 14 parents with elementary students in Camanlangan Elementary School, at Barangay Camanlangan, Municipality of New Bataan, and Province of Davao de Oro. We will conduct the study in April 2021 for the Academic year 2020-2021.

Significance of the study

The study benefited the following fields and individuals who may be related to surmounting the brim of modular learning modality.

Department of Education Officials. May help improve and strengthen the implementation of modular learning, having found the perspectives of parents that they were facing.

Teacher education institution. Can use this study as information to understand parents' perspectives to find room for improvement in delivering learning materials.

Parents. This study may benefit parents because they play an essential role in a student's educational success. Also, this will help parents to immerse in modular learning as a parent, their role remains constant regardless of the formats.

Future researcher. This study may help future researchers to provide further understanding and new development to the current trends locally and globally.

Definition of Terms

Modular learning modality. It is a form of distance learning that uses Self-Learning Modules (SLM) based on DepEd's most essential learning competencies (MELCS). The modules include sections on motivation and assessment that serve as a complete guide of both teachers' and students' desired competencies.

Surmounting. It refers to dealing successfully with a complex problem.

Phenomenology. It is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon.

METHODOLOGY

Research Design

Qualitative research focused on understanding a research query as a humanistic or idealistic approach. This method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions (Pathak et al., 2018).

Phenomenological research is typically conducted using in-depth interviews of small samples of participants. By studying the perspectives of multiple participants, a researcher can begin to generalize regarding what it is like to experience a certain phenomenon from the perspective of those that have lived the experience (Arnett, 2017). This research is qualitative in nature. We employ qualitative research, which according to (Denzin and Lincoln, 2012), as cited by (Davies and Hughes., 2014), is the study of things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

This study utilized a qualitative phenomenological approach since it studied a particular phenomenon concerning the students' parents in Camanlangan Elementary School, Camanlangan, New Bataan, Davao de Oro. This was to reveal a broader range of issues that helped us provide how parents struggle with the modular learning implication and how they overcame it. Furthermore, an inductive approach was used in this study as it was supported by its outcomes and the data collected in the research.

Research locale

In this study, the site of interest was Camanlangan, New Bataan Davao de Oro. Camanlangan is a Barangay in the Municipality of New Bataan, Province of Davao de Oro, Philippines. The early tribal group originally called it 'Kamang Bahalag Malangan' (continue, just crawl even if you will be delayed). There are several tribal groups in Camanlangan; Manaka and Mandaya.

This study's participant is the parents who have child or children enrolled in Camanlangan Elementary School, Camanlangan, New Bataan Davao de Oro. The participants are currently live in Purok 2, 3, 10, 11, and 12, and they are presently overcoming the implementation of modular learning delivery mode. We conducted this research to determine parents' live experiences, insights, and how they cope with the implementation of modular learning delivery mode.

Role of the Researcher

Today, parents are facing and experiencing struggles in modular learning as the focus of the study was for discovering and analyzing parents' perspectives on how to overcome the brim of modular learning. A qualitative phenomenological approach was used. The parents' response to our research question was studied to have findings in overcoming the implication of modular learning.

We underwent an interview method to gather the data, next was selecting the data gathering procedures and tools to be used. We considered in-depth interviews and group discussions in order to gather sufficient data in the study.

The main research setting was in our hometown, we had our data to collect from the parents who have elementary students enrolled in Camanlangan Elementary School. This was



to set aside relevant aspects of ourselves to avoid biases, assumptions, and expectations that may affect the study. Therefore, to have the best results, we chose research informants who give comprehensive information regarding those concerns.

On the other hand, here are the inclusion criteria of our study: participants of our study are from Purok -3 Camanlangan, New Bataan, Davao de Oro; participants are parents who have children from Camanlangan Elementary Schools; parents are either solo parent at any age. The exclusion criteria are the parents who lived in Purok 1,4,5,6,7,8,9,13,14,15, 17, 18, and 19.

We also structured an interview that outlines themes to be tackled in the discussion. The focus group was composed of parents. Participants were selected so it would be easy to analyze, compare and contrast.

In addition, in-depth interviews were carried out separately or individually to provide a more comfortable environment where the research and informants can freely express feelings and thoughts. Before gathering, data was analyzed and organized to be more comprehensible. Interpretation of data was followed next to determine answers to the research questions.

After transcribing, data were coded, and each research participant was given an option to write their name to hide their identities. Also verifying, moreover came next was testing the generalizability, reliability, and validity of all stages of the research process. In the undergone stages, we can say that the study was reliable and valid for it, yielding consistent results, and was able to investigate what it is intended.

Research Participants

In this study, we found and selected subjects that can be the participants, particularly those parents who have direct experiences, directly involving surmounting the brim of modular learning modality. Therefore, we used the purposive sampling technique, also known as selective or subjective sampling. This technique relies on the judgment of the researcher when choosing who to ask to participate.

We interviewed parents who have a child that enrolled in Camanlangan Elementary School. Hence, there was a limited number of participants, particularly those 14 parents who were currently experiencing surmounting the brim of modular learning modality.

Data Collection

An in-depth individual interview was used to collect data for this phenomenological study. According to (Creswell and Poth, 2018), interview questions are used to entice participants to open up about their experiences. Participants answered an open-ended question in a semi-structured interview setting. Follow-up questions were asked when more information or clarification was needed.

As a researcher, we took careful steps in the data collection procedure.

First, participants were identified with the use of the purposive sampling technique. We ensured that those who were selected really have an experience of the phenomenon being studied.

Hence, we dug information for the participants that suited to the study, and came up with the prospect list participants.

Second, the individual in-depth interview took place at the specified time and venue only after the participants signed the informed consent and were informed of the study's objectives. We used our prepared open-ended questions to conduct the individual in-depth interview personally. A voice recorder was used to ensure validity and reliability, which are very significant in the conduct of the study.

Third, we recorded and encoded their answers or responses on the laptop and cell phones for the translation since all participants used vernacular. Answers were transcribed verbatim to ensure a greater degree of accuracy during data analysis. In line with that, we made transcription references to ensure accuracy and avoid missing essential details.

Fourth, thematic analysis was done. Our adviser assisted us in ensuring that our participants' responses were analyzed carefully based on the core ideas.

Data Analysis

The researchers recorded the interviews via a password-protected cell phone and a password-protected laptop in case one technology failed. Interviews were recorded to ensure that transcripts were complete and accurate and allowed the researcher to facilitate the process better, observe, and take notes. A secure transcribing service was used to transcribe the interviews from the digital files. Recordings were destroyed once they were transcribed and the transcription validated by the researcher. All transcripts were stored digitally and password protected on the researcher's computer. Thematic analysis was used to analyze the results and checked the differences and likeness of all participants that were gathered. This was where responses were categorized and organized into themes.

RESULTS AND DISCUSSION

The objective of this phenomenological study was to generate findings on the lived experiences and perspectives of the children's parents who are surmounting the brim of modular learning through in-depth interviews.

Challenges faced by parents in the implementation of modular learning

Two main themes emerged from the data collected on the participants' experiences and perspectives: 1.) Difficulty in Teaching; and 2.) Short Attention Span of Learners.

Difficulty in Teaching

Most of the participants in the study emphasized their challenges experienced are very difficult to handle in teaching since they are the parents. They are the one who will teach their child or children to the modules provided by the school. Sometimes they are the one who answers the modules to their child or children because the children have no knowledge in modules and they don't have the background of it since it didn't introduce in their time and it is their first time to encounter it.

According to Dangle, R.P and Sumaoang, JD, (2020), some parents have difficulty understanding and answering the modules of their child/children. Some said that they do not have



enough time to guide their kids due to work and other responsibilities. Some modules do not have clear instructions and explanations, so students have a hard time answering them. The pictures in the modules are not clear, and the provided answer lines are too short. The modules have a lot of exercises, and the students lack motivation and focus.

In addition to the author, related problems are more caused by parents' readiness to become teachers at home. Parents are required to facilitate the online learning needs of children at home, providing gadgets/notebooks or sharing gadgets with children; additional expenses to purchase the data plan. Parents must manage and divide their time between doing daily tasks and accompanying children in learning at home and, ultimately, parents acting as teachers for their children (Wardhani & Krisnani, 2020; Yoenanto, 2020).

Short Attention Span of Learners

Children have less attention to answer their modules since there is a lot of interruption in modular learning delivery mode, unlike in face-to-face, as shared by our participants. With the cause of modular learning, short attention spans become shorter since everyone is in their comfort zone; they tend to doze off quickly and multitask frequently. With less interaction during module time, one's attention can be snatched by using smartphones, pets, and deliveries rather than the ongoing class lessons Amadora and Friedman, (2020).

It will result in uncertain deadlines, misleading assignments, and exams challenging for students to learn (Nell et al., 2020).

Cope with Challenges Experienced

Four themes emerged out of the analysis of data of research ques

tion number two. The coping mechanisms mentioned by the participants are the following: 1.) Allocate Time; 2.) Motivate and Encourage Learners; 3.) Relying to Answer Key; and 4.) Research.

Allocate Time

In answering modules, time management is essential for the learners to become more productive. The manner of time availability for learners at home is allocated between playing and answering or from the perspective of the children's interests. As shared by our participants, it is important to give the children free time and set time to answer their modules.

According to Schmidt (1983) argues that this finding can be explained by the fact that the intensity of study varies so much among students that the assumption of time homogeneity is strongly violated or that such a time variable is overly aggregated, as students not only allocate scarce time among courses and leisure but also ration time among alternative study modes within a course.

Motivate and Encourage Learners

Motivation is an influential factor in the teaching-learning situations, especially in this modular learning delivery mode. The success of learning depends on whether or not the learners are motivated. Motivation drives learners in reaching learning goals. It is important to recognize the fact that inspiring

learning is a central element of good teaching. As shared by our participants, they should motivate and encourage their child or children to learn and become successful in the future. Because according to Bakar (2014) that motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task. Bakar also added that motivation reflects students' choices of learning tasks, the time and effort they devote to them, their persistence on learning tasks, and coping with the obstacles they encounter in the learning process.

Motivating students to learn in school is a topic of great concern for educationists today, and encouraging students to succeed in school is one of the greatest challenges of education. Student motivation is an essential element that is necessary for quality education. Thus, Hadre et al. (2007) argued that motivation is among the most potent determinants of school success or failure. Spurring students' motivation to engage in academic activities is part of teachers' teaching-learning strategy if the teacher wants to see consistent and quality results in the learning sphere.

Relying to Answer Key

In every module given, there are always answer keys at the back except in the assessment paper. As shared by our participants, they always rely on the answer keys at the back of the modules because they don't know the answers to the given questions. It shows that having an answer key at the back of the modules allows parents to be guided. Academic progress was one of the concerns of parents. Eventually, parents did not want their children to fall behind. Parent worries about a lack of connection, socio-emotional engagement with peers, peer collaboration, and learning that typically occur in a teaching environment, Garbe, A., Ogurlu, U., and Cook, P. (2020)

Research

Due to changes in the new set-up of the educational system, especially in modular learning, searching for answers in the online information is essential for all students and to the parents of elementary grade because they are the ones who will teach the child or children as well as to answer on it. As shared by our participants, they will strive hard to search for the answer in the net. According to Jadhav et al. (2011) that search engines are the programs that are used to explore the information on the World Wide Web and FTP servers by using keywords. Parents rely on searching for answers in the google app.

However, according to Crof (2015), the term search engine refers to the hardware used for text search. Still, currently, search engines refer to the use of software systems for information retrieval systems from massive databases using a set of queries.

Insights they experience in surmounting modular learning

We came up with two essential themes after gathering, transcribing, and analyzing the participants' experiences. These are 1.); Learning is not evident and 2.) Learners become dependent.



Learning is not evident

Many people say that because of modular learning, most of the students never learn. Learners didn't understand much what is in the modules, and they have difficulty understanding the lessons. As shared by our participants, their children don't have learning in the modular. Previous research findings indicate that students generally prefer face-to-face learning in class rather than home learning with modular learning because it is easier to understand the material when the teacher explains it directly (face to face), unlike in modular, learners don't have learning. In the classroom, they can interact and learn together (Megawanti et al., 2020).

Moreover, students are enrolled not because they want to learn but also because they don't want to be left behind. They answer their modules not because they want to learn but because they need to comply with these requirements to level up or get diploma, Adorador (2020).

Learners become dependent

Due to the implication of modular learning delivery, learners become dependent, as shared by our participants. Learners are always reliant on the answer keys provided at the back therefore, they are not answering the modules based on their thoughts and ideas. Since education is no longer held in school, parents serve as partners of teachers. Parents play a crucial role as facilitators. Their primary part in modular learning is establishing a connection and guiding the child, FilpScience (2020).

Furthermore, learners become dependent on parents; this includes greater self-discipline and self-motivation required for students, increase preparation time and lack of concrete rewards for teachers and staff, and greater administrative resources needed to track students and operate multiple modules, Nardo, M.T.B (2017)

Implication for Modular Learning

Parents have a huge part in every child's education success. Due to this Covid-19 outbreak, our educational system changed into new normal learning, and parents deal with the modular learning delivery mode. The result of the lived experiences of parents surmounting the brim of modular learning delivery mode are the following implication for practice are offered.

First, difficulty in teaching as emphasized by our participants, it implies that parents should also be a teacher academe in children's learning development for children's success in their education. Parents have a wide range of influences in every child, especially in primary schools, such as good academic skills, positive attitudes towards others, and social competence.

Second, as emphasized by our participants, motivating and encouraging learners implies that parents should encourage children to do their task in answering the modules for them to have good grades and have learning despite many challenges in the implication of modular learning. Give encouraging words and real-life situations to the child to realize that he/she must work hard for his/her future betterment. Aside from cheering up, parents and learners must set a time for making the modules

of the child, as to be resulted that not only the child or children is learning but also the parents.

Third, as learning is not evident shared by our participants, it implies that parents have to used varied strategies that can use in their children's learning because they are obliged to educate their child or children. Parents must always insist to child or children that they should focus on their school works to have learning and understanding about each subject. Seeing parents involved in the education of their children is a good thing because it improves academic performance. Learners become more focused on their schoolwork and better understand the lessons and answer their queries. This will result in learners not giving up quickly when they do not understand a particular topic because parents always support and teach them.

The result of the study implies that parent's involvement in their child's education, especially in this new educational set-up, the modular learning delivery mode is essential. Parents are a big part of every child's education success by showing their child or children concerned about children's academic performance, showing dedication in every child's learning by motivating and encouraging them to understand the child's school performance better. Monitor every child's challenges and difficulty in answering their modules, and follow-ups their children to answer their modules.

Recommendations for Further Research

This study aims to discover and understand the lived experiences and perspectives of the children's parents who are surmounting the brim of modular learning. Nevertheless, the result of this qualitative exploration is limited only to the experiences of selected parents who have children or children enrolled from grades one to six of Camanlangan Elementary School, Camanlangan, New Bataan, Davao de Oro.

To get more extensive answers to the questions of this study, it is recommended to conduct further research using a large number of participants. It should cover a wider range of parents.

Furthermore, it is recommended to research further about the experiences of both children and parents in relation to dealing with the implication of modular learning. To the Department of Education must help to improve and strengthen the implementation of modular learning to found out the parents perspectives facing the this kind of situation. And also to the school institution must have the proper information to understand parents' perspectives to find room for improvement in delivering learning materials for students.

Concluding Remarks

Parents play an important role in their child's education. Parents are the one and most important supporters in every child's success. They must work together to fulfill their both goals to achieve their dreams.

We used an in-depth interview to generate the experiences of the selected participants. The primary source of data is the transcript of the participant's answers to the given questions. During the interview, I was challenged to get and convince the participants to share their experiences, and luckily, they are very much willing to do it.



During the conduct of this study, we experienced how it feels to be a researcher. We took all the necessary measures to make this research a successful one with the encouragement of our adviser. It is indeed a demanding task because it requires more time, patience, and perseverance to gather quality and relevant data that will support our study.

Parents must be equipped with the necessary skills in teaching the child to address the different needs of their child's learning at home. A home composed of children in different levels of grades and have other lessons to do with; parents are challenged not just to do chores but also to manage their child in answering the modules.

Therefore, parents are not just relying on teachers in teaching their children, doing house chores and making money but also teaching their children in their modules at home. The parents inside at home are the ones who manage their children to answer the modules. Teaching children at home needs parents to be more extra patient and have prior knowledge to help the children in answering the modules.

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