



# PERCEPTIONS OF PARENTS AND LEARNERS TO MODULAR DISTANCE LEARNING AS CONTEMPORARY TEACHING STRATEGY

**Emma S. Trovela**

*Faculty, Sta. Catalina Integrated National High School*

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## ABSTRACT

*This research investigated the parents and learners' perceptions on modular distance learning that they are experiencing during this time of pandemic as part contemporary new normal education setup. The main purpose of this study was to understand parents' and learners' perceptions on modular distance learning as contemporary teaching strategy and how they coped with the experiences and challenges of the new normal education settings. The participants of this study were five (5) senior high school learners and five (5) parents/guardians of senior high school learners of Sta. Catalina Integrated National High School. The research was conducted in Majayjay District from School Year 2020-2021.*

*This study used Qualitative Research through Descriptive research where in-depth interviewing and storytelling was done to gather the narratives or accounts of the research participants. Using an interview protocol and with a strong collaboration with the participants, the researcher will manage all the fieldwork and ensured the depth and breadth of the study. Through the analysis of the data from the interview, the Perception of Parents and Learners on Modular Distance learning as contemporary teaching strategy shows effectiveness even facing different challenges and disadvantage.*

**KEYWORDS:** *Modular Distance Learning, Self – Learning Modules, Edutainment, Academic Performance, Conceptual Understanding*

## INTRODUCTION

In order to enhance the educational experience of learners, it would seem that the majority of educational institutions in the Philippines have committed strategically to a greater use of modular distance learning and e-learning. Alongside, broad commitments to flexible delivery, student-centered learning approaches and the development of desired attributes of student learning can be found in institutional plans and policies. The purpose of teaching is learning. A classroom teacher only teaches what he or she considers important and difficult in the lecture. They have neither the time nor the energy to teach everything. However, learners want and need to know

everything. To paraphrase the old saying, we should be teaching them 'fishing' not giving them a 'fish'. Educators should encourage learners to become active and lifelong learners. Teachers need to focus on learners' characteristics and their learning styles. When a teacher prepares a lecture, he or she needs to understand what learners want to know and what they need to know.

Despite the small differences in organization, pedagogical approaches and contemporary teaching strategies, the world experiences are quite similar in general terms. This allows us outlining the main features and advantages of distance learning. Distance learning allows learners, who do not have the



opportunity to attend school for obvious reasons, to get content knowledge at full scale. Distance learning can follow both a special program and a general school curriculum. Distance learning requires the learner and the teacher to have a sufficient level of proficiency. Any learner must have a tutor to learn at distance. In most cases, tutor's role is played by a parent, who also goes between the learner and the teacher. Distance learning can take a hybrid shape (include some elements of full-time education) or be completely virtual. Distance learning should have a good legal framework behind it.

Distance learning is not just the only opportunity for some groups of learners. In cases when the learner is not comfortable with group lessons, online learning contributes to greater interest in learning and to better performance (Ma & Wei, 2016). Student's need in communication with the teacher sets a shape for new curricula to take.

Given the abovementioned, this research will investigate the parents and learners' perceptions on modular distance learning that they are experiencing during this time of pandemic as part new normal education setup.

### **OBJECTIVE OF THE STUDY**

The main purpose of this research is to understand parents' and learners' perceptions on modular distance learning as contemporary teaching strategy and how they coped with the experiences and challenges of the new normal education settings.

Distinctively, it sought to answer the subsequent questions:

1. What perceptions do parents and learners have regarding the modular distance learning as contemporary teaching strategy?
2. How do participants described their teaching and learning experiences under the new normal education?
  - Experiences of Parents and Learners on Modular Distance Learning
  - Contribution for Growth and Development
  - Strategies used by the Parents to guide students in answering modules.
  - Challenges encountered by the Parents and Learner.
3. Based on the findings of the study, what intervention can be proposed?

### **RELATED LITERATURE**

The Philippine Education Quarterly (1985, as cited by Figuerres, 2014) reported that modules can

take the place of a teacher. These self-learning devices help pupils to learn or acquire skills, knowledge and information in the absence of a teacher. These materials provide sufficient reinforcement, enrichment and source materials. They allow also the learner to work at a rate style and level situated to his capacity. Among the forms of individualized instruction, modules are effective and economical in developing specific knowledge and skills. Modules induce learning with minimum teacher direction and supervision. Furthermore, these develop learning and grading strategies, improve classroom management techniques, and encourage achievement for greater use of existing educational resources through the establishment of realistic obtainable learning goals within an individualized program of studies.

Figuerres (2014) a module is a self-contained, independent unit of instruction prepared for the purpose of attaining specific instructional objectives. It is characteristically self-directing since it includes instructions on how the various investigation will be pursued also included is a listing of the materials and other resources that should accompany the text of the module. Classroom instruction using modules is described as self-pacing where the pupil progress through the learning tasks at his own rate.

According to Salandanan (2019), self-instructional materials are those which are described to be self-contained and the manner of presentation is such that the learning activities can be undertaken individually or in small groups. These materials are most effectively used in individualized instruction programs. The self-instructional module helps in providing remedial instruction for slow learners and enrichment materials for fast learners. Topics can best be presented through these self-instructional materials.

Aquino-Danganan (2011) proposed instructional modules in developing computational skills in College Algebra. She mentioned that the proposed instructional modules had titles, instruction to the learners, rationale, objectives, pretest with answer keys, worksheet assignment, progress check with answer key and post-test with answer key. The format and language of each were properly organized, clear and simple. The objectives of each module were specific and were based on the course syllabus. The topics were properly developed and explained and the activities and exercises facilitated student learning in College Algebra.

LeBrun (2011) each module has a distinct training element; it covers either a single element of subject matter content or a group of content elements objectives; preferably in behavioral form Rudnitsky



(2011) A recognized level of proficiency or a qualification can be achieved through the completion of a series of modules. LeBrun (2011) also stated that when vendors sell individualized instructional modules “the ability to manage the classroom” was mentioned

frequently. Rudnitsky (2011) found that using individualized instructional modules reduces the time it takes teachers to develop a technology-based program.

**RESULTS AND DISCUSSION**

**Perceptions of Parents and Learners regarding the Modular Distance Learning as Contemporary Teaching Strategy**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
<b>2.2. What can you say about this new normal education setup?</b>	As of now, that is what really, we should do for the safety of everyone. Face to face should not be allowed because of the pandemic.	P-P 1	<b>Challenges in the New Normal Educational Setup</b>		<b>Parents' Perceptions on MDL</b>
	It is quite difficult in the aspect of education, because not everyone has the access of internet, and not all the answer are written in the module.	P-P 2			
	Quite difficult ma'am, difficult in the part of the student and the teacher, as a student their lesson is very different compare to the past. That is why when my sister asks regarding her lesson, I'll just tell that just search it in the internet.	P-P 3			
	So far, I can say that modular distance learning is quite okay, my sister learned and her mind sharpened because it is more on self-study.	P-P 4			
	Very hard the child learned nothing	P-P 5			

**Table 1. Parents' Perception on Modular Distance Learning**

Upon analyzing the responded provided by the parent-participants, it can be inferred that their perception on the modular distance learning poses challenges as supported by their answers that it is quite difficult for them in the aspect of Education because of the

challenges in the access of internet, all of the answers are not written in the answer key of modules, and their lessons are different from the past. From the commonalities and categories, it falls as a challenge in the New Normal Educational Setup.

**Table 2. Learners' Perception on Modular Distance Learning**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
<b>2.2. What can you say about this new normal education setup?</b>	Quite difficult but we must think first of our safety, we need to follow the protocol of the government. There is some adjustment on the part of the teacher and the student.	S-P 1	<b>Challenges of MDL</b>		<b>Learner's Perceptions on MDL</b>
	Difficult, because this is new to us, because of the pandemic, it is my first time to study all by myself that is why quite difficult.	S-P 2			



	It is hard, because not all the students have the same level of understanding.	S-P 3		
	It is hard because there is no one to guide and teach us, it is more on self-study.	S-P 4		
	There is disadvantages and advantages, advantages it helps our parents to lessen the cost of expenses, disadvantages, not all the students are equal of intelligence there are some students who are struggling without the guide of teacher.	S-P 5		

Examining the responses of learner participants, it can be inferred that their perceptions on Modular Distance Learning pose challenges and disadvantages. This can be supported by their answers that Modular Distance Learning is Quite difficult that the teachers and students' experiences adjustments in the implementation. Other reasons emerged includes learners do self-study and do not have the same level of

understanding when it comes to the different lessons on modules. Aside from that, although there is cost-cutting to the side of parents since students are only studying at home, still, the respondents reiterated that not all students are equal in intelligence that results to struggling in studying without the physical guide of a teacher.

**Participants Teaching and Learning Experiences under the New Normal Education**  
**Table 3. Experiences of Parents on Modular Distance Learning**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
<b>2.1. Can you tell me more about your understanding on Modular Distance Learning?</b>	Written works, most of the students do not use internet connection	P-P 1	<b>Module and Printed Materials</b>		<b>Parents' Experiences on MDL</b>
	It is a way of studying where module is used by the student to be able to study at home	P-P 2			
	What they are doing is taking the module at school, then answer sheet will pass every Friday.	P-P 3			
	Printed materials that my sister will answer at home.	P-P 4			
	Studying at home similar to distance learning.	P-P 5			
<b>3. Do your child accomplish all the learning tasks on his/her self-learning modules on time?</b>	I think my daughter are able to answer all the task because she can submit on time.	P-P 1			<b>Parents as PARATEACHERS (facilitating learning)</b>
	Yes, able to accomplish all the task	P-P 2			
	Able to accomplish if she spent time on it.	P-P 3			
	I think yes, she is able to answer the task, she spent her time on reading and researching.	P-P 4			
	I think she's able to accomplish the task.	P-P 5			

Based on their responses, it can be inferred that the parent-participants' understanding of Modular Distance Learning is the use of Modules, mostly of

Written Works that learners will answer at Home. Also, with their responses, it shows that the given modules by teachers to learners gives them enough time to answer



or complete the given modules for submission at specific time. Aside from that, it shows that the Parent’s role based on the theme is that they serve as Para-Teachers (where they are helping in facilitating

the learning with the learners in studying their modules.)

**Table 4. Experiences of Learners on Modular Distance Learning**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
<b>2.1. Can you tell me more about your understanding on Modular Distance Learning?</b>	The students will answer at home, the parents take the module from the school pass the answer sheet at the school	S-P 1	<b>Module and Printed Materials</b>		<b>Learner’s Experiences on MDL</b>
	The students answer at home and the parents take the module from the school.	S-P 2			
	They will not use online, modular lesson will be distributed by the teachers through printed materials.	S-P 3			
	In my own understanding, teacher will be distributed printed materials on different subjects and students will answer it through writing on yellow pad.	S-P 4			
	It is not face to face, there is no communication between the teacher and the students, it is more on self-studying while at home	S-P 5			
<b>3. Do you accomplish all the learning tasks on your self-learning modules on time?</b>	Yes	S-P 1			
	Yes	S-P 2			
	Yes, able to accomplish	S-P 3			
	yes	S-P 4			
	Yes able to accomplish before the deadline.	S-P 5			
<b>3.1. Do you find it a time-wasting activity?</b>	No, as a student we need to stand on our own without asking the help of classmate, here we learn to answer on our own. Understand the lesson and instructions. I manage my time very effectively by following the WHLP given by my adviser so I can utilize my time and balance my household chores and my studies.	S-P 2	<b>Monitoring (Learning by doing)</b> <b>Time Management and proper utilization of the internet</b>		<b>Edutainment</b>
	No, because I learn somehow. Sometime, SLMs’ are providing link for videos, like educational video that serves as an additional learning material that we can use for answering the different tasks on our module.	S-P 3			
	No. most of the time I enjoy learning when SLMs are providing links to watch. Those videos were very helpful so I can easily understand the lesson even without asking	S-P 4			



	questions to my parents and teacher.			
	No, because there is something that we learned. Like the video links that the module is providing. I watch it first and it makes me feel good when I fully understand	S-P 5		
	No, the school provide a book, it depends on the students if he/she will read the books. Sometimes they are also providing video lessons that we can watch on to gain more knowledge and understanding about the lesson.	S-P 5		

Based on their responses, most of the Student-Participants see modular distance learning as not time-wasting activity. From their responses, learners can learn something, and it gives them the independence of learning at their own pace. Also, there is still

communication with the teachers since the learners are provided with the Weekly Home Learning Plan as well as additional educational video links that learners can access to support their learning that falls on the theme of “*Edutainment.*”

**Contribution for Growth and Development**

**Table 5. Parents Perception on Growth and Development on Learners**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
2.3. Was it helpful and effective for your growth and development ? Why?	I can say yes, Because they are the one who answered their module, their ideas and understandings becomes widened.	P-P 1	Monitoring of Learning Tasks (at home)		Parents as PARATEACHERS (facilitating learning)
	Yes ma’am, she learned to answer the task all by herself and it is also a practice of self-control if she can answer honestly.	P-P 2			
	I think it really helps, like now that we are experiencing pandemic it is better to study than doing nothing at home.	P-P 3			
	I think it helps because there is additional knowledge that she learned, like what she said her English vocabulary was enhanced.	P-P 4			
	I think it developed somehow because they will be able to answer with their own idea.	P-P 5			

From the responses, it can be deduced that the Parent-Participants take it in a positive side that their sons/daughters pose Growth and development in the implementation of the Modular Distance learning. This is supported by their responses that the learners are the one who answers their modules using only their own

ideas and understanding. It also imposes self-control in answering the modules honestly. This falls on the category of Monitoring of Learning task (at home) where the parents serve as facilitator.



**Table 6. Learners' Perception on Growth and Development**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
<b>2.3. Was it helpful and effective for your growth and development ? Why?</b>	Yes, because it is one way to test our self-comprehension, like in reading instructions you can test yourself if you understand it, or you can ask the help of your parent but in answering the question it should be your own idea.	S-P 1	<b>Monitoring (Learning by doing)</b>	<b>Learning Independently</b>	<b>Acquisition of Knowledge</b>
	Yes it helps me to develop myself because I learned to answer on my own, without the help of my classmate and teacher.	S-P 2			
	I can say because I was able to manage my time then I just think that I need to study more.	S-P 3			
	Yes it helps me to develop myself without asking the help of others.	S-P 4			
	For me yes, it helps develop myself, there is improvement, I learned in this situation.	S-P 5			

From the given responses, it may be inferred that there is improvement in the Growth and development of Learners in the implementation of Modular Distance Learning. This is supported by their responses that it tested their self-comprehension, able to manage their own time in answering the modules

provoking their own thinking to finish the modules. Although there is the guidance of the parents, still learners were able to self-study and improve themselves by having independence on their study. This falls on the theme of Acquisition of Knowledge through learning independently.

**Strategies used by the Parents/Learners to Guide/Finish in Answering Modules.**

**Table 7. Strategies used by the Parents to Guide in Answering Modules.**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
<b>3.3. How do you motivate yourself to accomplish all the tasks? Can you tell me more?</b>	Sometimes I remind her the deadline of submission, so she needs to accomplish her module	P-P 1	<b>MDL's Challenges</b>		<b>Parents as PARATEACHERS (facilitating learning)</b>
	To be able to answer her module, I'll explain to her the part of the lesson that are not clear to her.	P-P 2			
	I'll give her enough time to be able to answer the whole learning task.	P-P 3			
	We guide her and help her as long as we can.	P-P 4			
	I looked at her lesson if I could answer it then I help her.	P-P 5			
<b>4. Can you tell me that you are learning from these self-learning modules? Why do you say so?</b>	Yes she learned, sometimes I was beside her when she's answering the module	P-P 1	<b>Effectiveness of MDL</b>		<b>Parents as PARATEACHERS (facilitating learning)</b>
	Yes ma'am, if you understand the question, you will understand the lesson that is being given.	P-P 2			
	Yes, she learned with the help of internet.	P-P 3			
	Yes, I can say that there is additional knowledge she can study by herself.	P-P 4			
	I think yes, somehow, she learned because she's able to answer her module without asking help.	P-P 5			



Based on the responses given, it may conclude that some of the ways/ strategies that parents do in guiding the learners in answering the modules include Constant Reminding of Deadlines as guide for learners to finish the modules, explaining to the learner the parts of the modules which are not clear (tutoring), and

giving of Time Allotment to properly finish the task. From these responses, the theme shows that parents' role are facilitators of learning. Also, from the responses, learners are learning, imposing that there is effectiveness in implementing Modular Distance Learning.

**Table 8. Strategies used by Learners to Finish in Answering Modules**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTI CIPAN TS	PRELIMINARY CODES		THEMES
			COMMONAL ITIES	CATEG ORIES	
<b>3.3. How do you motivate yourself to accomplish all the tasks? Can you tell me more?</b>	I just think that I am graduating student, I just tell myself that if others can do it so can I.	S-P 1	<b>The Learning Process</b>		<b>Learner's Perceptions on MDL</b>
	I just think that it will end as well, we can also ask the help of teachers.	S-P 2			
	If I cannot answer the lesson, I'll read it again, then I'll skip it. I'll answer first the task that is easy for me, when I'm done all the tasks I'll go back to the difficult task.	S-P 3			
	I just think that I can answer all the task I don't take it as a negative side.	S-P 4			
	I motivate myself by thinking that it is only a trial, sometimes I ask the help of my classmate so that I can have some idea or I'm using the internet.	S-P 5			
<b>4. Can you tell me that you are learning from these self-learning modules? Why do you say so?</b>	Yes, because through reading there is something I understand	S-P 1	<b>Challenges to the Learning Process</b>		<b>Learner's Perceptions on MDL</b>
	Yes, because it is written in the module the things that we need to learn	S-P 2			
	Somehow, because my understanding are not that wide to understand the lesson.	S-P 3			
	Yes, because my English vocabulary are enhanced through reading	S-P 4			
	For me yes, because I become independent in understanding the lesson	S-P 5			

From the responses given, it may be inferred that there is "intrinsic motivation" in the learners that drives them to finish the different tasks on the module. Based on their responses, it shows that they set their minds to finish the task even if it is hard because eventually, they will be able to finish that. Another Strategy that was mentioned is that they know how to

filter the tasks from easy to difficult. They try to answer modules with tasks that is easy to do, and the difficult tasks were done in the latter part to save time in answering the modules. The category falls on the learning process where their "intrinsic motivation" drives them to finish the tasks in the modules.

**Challenges Encountered by the Parents and Learner****Table 9. Challenges Encountered by the Parents**

QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
<b>3.2. Are there times that you observed that you are having a hard times and difficulties in answering the entire learning task?</b>	Not really, because she loves to study	P-P 1	<b>Monitoring of Learning Tasks (at home)</b>		<b>Parents as PARATEACHERS (facilitating learning)</b>
	Yes, but with the help of parents and internet she is able to answer the task.	P-P 2			
	Yes, because sometimes she is very moody.	P-P 3			
	Yes, there is	P-P 4			
	Yes	P-P 5			
4.1. Based on your own observation, are these SLMs itself are enough to provide you quality education? Why do you say so?	If you think of it face to face is better but because of the pandemic we must be like this.	P-P 1	<b>MDL's Challenges</b>		<b>Parents as PARATEACHERS (facilitating learning)</b>
	Ma'am maybe not, we cannot tell right now because it takes time to tell how effective these processes are.	P-P 2			
	No, face to face is better	P-P 3			
	No, I think face to face is better students need a teacher to explain and answer the question of the students.	P-P 4			
	No, it is much better that there is a teacher who teach them.	P-P 5			
<b>5. As a parent, what are the challenges of this modular distance learning?</b>	I will just let my daughter to answer the task because she can handle it.	P-P 1	<b>MDL's Challenges</b>		<b>Parents as PARATEACHERS (facilitating learning)</b>
	Very hard	P-P 2			
	As guardian, what really hard is that when she ask you a question and you don't know the answer especially those who have not studied.	P-P 3			
	It's hard to understand the lesson all by yourself.	P-P 4			
	Nothing	P-P 5			
<b>5.1. Can you identify some? Please elaborate</b>	My daughter answers the task all by herself since she can handle it.	P-P 1	<b>"Teacher's cannot be replace by this learning modality"</b>		<b>Parents as PARATEACHERS (facilitating learning)</b>
	Communication with the teacher, student's questions cannot answer immediately.	P-P 2			
	Sometimes there is no internet connection or even load that's the difficulty.	P-P 3			
	It is hard if there is no teacher to guide you	P-P 4			
	It's just as difficult as when in the news the student thought of committing suicide.	P-P 5			

From the responses given, it may be inferred that even the parents as the one who guides the learners in the modular distance learning also experiences challenges and difficulties. One of the challenges mentioned was the communication with the teacher. If a student has questions of the teacher, it takes some time for the teacher to answer the query of the learners since they are many to be entertained one by one by the

teacher. Another challenge that was mentioned is that the limited knowledge of the parent on a certain topic in the lesson. Since not all parents was able to finish their studies, some parents are not familiar with the lesson, so it becomes difficult for the learners to understand more the lesson in answering the tasks in the module.'



QUESTIONS	RAW DATA (RESPONSES/ANSWERS)	PARTICIPANTS	PRELIMINARY CODES		THEMES
			COMMONALITIES	CATEGORIES	
<b>3.2. Are there times that you observed that you are having a hard times and difficulties in answering the entire learning task?</b>	Yes. When I don't have data to ask questions to my teacher and there are times that I can't watch the videos because I do not have internet or data.	S-P 1	<b>Challenges to diverse learners</b>		<b>Learner's Perceptions on MDL</b>
	Yes, I am not that good at understanding everything. But those videos that they provide in the modules, I watch it repeatedly so I can understand the lesson.	S-P 2			
	Yes. I find difficulties when no can asked at home, because mom and dad have to go to work. So I can't follow the WHLP.	S-P 3			
	Yes, especially when the lesson are hard to understand.	S-P 4			
	Yes.	S-P 5			
<b>4.1. Based on your own observation, are these SLMs itself are enough to provide you quality education? Why do you say so?</b>	No, face to face is better, there is a teacher who will teach us compare to self-study, if there is a teacher we understand better.	S-P 1	<b>Evaluation of Learning through MDL</b>		<b>Learner's Perceptions on MDL</b>
	No, we are not used to in this kind of situation that is why there some students who are struggling.	S-P 2			
	Yes, because there are students learned by studying their activities.	S-P 3			
	For me no, face to face is better.	S-P 4			
	For me no, face to face is better because there are communication between teacher and student, they can give you example they explained well.	S-P 5			
<b>5. As a parent, what are the challenges of this modular distance learning?</b>	Very hard	S-P 1	<b>Challenges to the Learning Process</b>		<b>Learner's Perceptions on MDL</b>
	Time management	S-P 2			
	Understanding the lesson	S-P 3			
	Like what I said, challenge for me is without asking the help of others	S-P 4			
	The challenge I experienced is to become independent	S-P 5			
<b>5.1. Can you identify some? Please elaborate</b>	When I ask my parents they do not know the answer, sometimes it is hard to ask question unlike face to face setting the teacher can explain those and that....	S-P 1	<b>Evaluation of Learning through MDL</b>		<b>Learner's Perceptions on MDL</b>
	For me we need time management to accomplish the activities, if you do not know the answer it is also hard to communicate with the teacher.	S-P 2			
	Time management because of household chores.	S-P 3			
	If you have question no teacher can answer you immediately, I don't if what I know is right	S-P 4			
	Sometimes it is hard to understand the lesson	S-P 5			

**Table 10. Challenges Encountered by the Learners**

All the responses of the learners fall on the category that these are challenges to the diverse learners and a challenge in the learning process of a student in implementing the Modular Distance Learning Modality as Contemporary Teaching Strategy.

**Proposed Learning Intervention**

After the presentation, interpretation and thorough analysis of the data gathered from the interview done to Parent-Participants and Student-Participants, it poses that there are advantages and disadvantages on the implementation of Modular Distance Learning as Contemporary Teaching Strategy



as based on the different perceptions gathered from the respondents.

From this, the researcher proposes an intervention program based on the results of the research.

**Table 11. Proposed Intervention (Action Plan)**

AREA(S) And Project Title	OBJECTIVES	PERSON(S) RESPONSIBLE	TIME FRAME	RESOURCES NEEDED/SOURCE OF FUND	
				Equipment / Material Needed	Source of Fund
Modyul mo, Hatid ko!	To deliver Learning Packets with the aid of community partners (Team Mayabo, Liga ng mga Baranggay).	Teachers Team Mayabo (association of riders) Liga ng mga Baranggay	Oct - July 2021	Students Learning Packets	MOOE
Project Bente Mo – Kinabukasan ko!	To raise fund for learners' kit and to buy additional school supply like bond papers for printing of activity sheets.	Parents Teachers Association	Oct.- July 2021	Ads through platforms	
Project Reach	<p>-To establish connection between the school and home to develop, enhance the reading skills of the learners.</p> <p>-To empower parents and guardians in assisting their children to read at a regular scheduled time.</p> <p>-Provide children reading materials that will help them to be empowered readers by developing their vocabulary, study skills, media literacy and reading comprehension skills.</p>	English Teachers Class Adviser	<p>Full Implementation on SY 2021-July 2022</p> <p>Pilot Implementation on March 2021- July 2021</p> <p>Planning Preparation January - February 2021</p>	Reading materials	MOOE

**Table 12. Proposed Intervention Program for Parents/ Guardians**

<b>PROGRAM</b>	<b>OBJECTIVES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIME FRAME</b>
Virtual Kumustahan on a weekly basis	The purpose of this activity is to reach parents/ guardians virtually. Its aim is to address some issues and answer the parents/ guardian concerns regarding the lessons.	Parents/ guardians teacher	Whole school year
Facebook Group	This platform serve as a venue for parents and teacher to reconnect and to update each other in the activities regarding the lesson despite the pandemic.	Parents/ guardians teacher	Whole school year
Video clips	The purpose of this activity is to assist the parents and students in answering the lesson, giving them further explanation and instruction for better understanding and interaction.	Parents/ guardians Teacher students	Whole school year

## CONCLUSION

Based on the results of the qualitative inquiry, the researcher has drawn the following conclusions:

1. The Perception of Parents and Learners on Modular Distance learning as contemporary teaching strategy shows effectiveness even facing different challenges and disadvantage.
2. Challenges that Parents and Students encounter such as the time management, limited knowledge of the parents on the topics in the modules, independence in learning, access to other resources for learning should be given attention and solution to improve more the implementation of the Modular Distance Learning.
3. Intervention programs should be administered to support and enhance the current situation of

Distance Learning Modality to improve more the teaching and learning process in this contemporary teaching.

## Recommendation

Based on the findings and formulated conclusions, the following are highly recommended:

1. School may implement the proposed intervention program through the Action Plan as support for the delivery of learning to all the learners.
2. The school may strengthen the partnership with its stakeholders through continuous communication. It is important that in implementing various Distance Learning Modality, there should still be strong partnership with the learners, parent, and



community for a successful implementation of learning modalities in the New Contemporary Teaching.

3. Learners and Parents may establish more communication in different means to assure continues monitoring and support on the teaching-learning process of the students.

4. Include the parents/ guardians in conducting School Learning Action Cell since they are the one who guide their son/ daughter in explaining the lesson amidst pandemic.

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