

ELEMENTARY PUPILS AND PARENTS' EXPERIENCES AND PREFERENCES TOWARDS MODULAR DISTANCE LEARNING

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ABSTRACT

This study assessed the elementary pupils and parents' experiences and perception towards modular distance learning methods. The attributes/characteristics of the modules, role of parents, gaps, factors associated with pupils' and parents' assessment and strategies to improve modular learning modality were looked into. This study conducted in two pilot elementary schools (San Rafael Elementary School and Lagonoy Central School) in Lagonoy District, Division of Camarines Sur, Philippines. Quantitative research was used particularly the cross sectional method. Information was supplied by 40 teachers, 305 pupils and 305 parents through the questionnaire and unstructured interview. The study revealed that there is a good symbiotic responsibility practiced by teachers and parents regarding modular learning modality. Their channel of communication is very beneficial on this matter. However, there are factors affecting school performance of the pupils which are lack or absence of additional materials, lack of knowledge by parents on the topics in the module, internet connectivity, financial status of parents and domestic tasks of parents at home. Hence, the Department of Education (DepEd) officials and school heads may support curriculum and module writers to consider strategies or measures that make modular learning to come up with better learning outputs.

KEYWORDS- Parents, Modular Distance Learning.

1. INTRODUCTION

As the world is responding to a pandemic that easily spreads across the globe caused by a novel coronavirus, named COVID-19, many institutions and industry were greatly affected. On March 11, 2020, the World Health Organization (WHO) declared the coronavirus outbreak as a pandemic^[1]. COVID-19 pandemic has brought sudden changes in all aspects of life, including education. The strict implementation of infection control and social distancing during the COVID-19 pandemic has forced various institutions including colleges and universities to empty their classrooms and keep the students away from the institutions. Consequently, there has been a general shift from traditional face-to-face instruction to modular and online distance learning. Most educational institutions, such as in the primary level, have adapted the transition from traditional face-to-face teaching methods to modular distance learning in the simplest and most convenient ways possible, including conferencing platforms, email, and phone. While some higher education and private schools have adapted the online type of learning, the problem in technology, internet connection, unavailability of resources and other socio-economic challenges still remains especially in the primary level.

Education in the new normal is a challenging task in the Philippines in an attempt to push through education amidst the deadly pandemic caused by covid-19 (Anzaldo, G. D., 2021)^[2]. COVID-19 pandemic has closed-down educational institutions and dramatically shifts the instruction to distance learning. However, students rooted from the marginalized families and from rural areas have limited access to technology necessary for online learning. Modular learning addresses this learning inequality by providing more inclusive access to education (Agaton, C. B. and Cueto, L. J., 2021)^[3].

To make sure that learning remains unhampered, the Department of Education (DepEd), Philippines has been implementing a modular distance learning approach, a learning delivery mode where interaction takes place between the teacher and the students who are geographically remote from each other during instruction. Under DepEd's printed modular learning system, pupils were provided with Self-Learning Materials (SLMs)^[4]. Teachers will be giving students SLMs per quarter. That will mean pupils will be receiving 4 sets of SLMs for

one whole academic year. These SLMs contain the most essential learning competencies (MELC) that are to be developed and acquired by the pupils for every quarter. Activities are given and a key to correction is provided.

In this study, elementary pupils as well as their parents' preferences and experiences could provide important information for the evaluation of online or distance learning so as to improve future learning strategies. Thus, the study aimed to analyze student preferences and experiences of learning delivered through full distance learning compared to classroom learning. We will be hypothesizing both students and parent's positive outcomes on the acceptance of modular distance learning as a new learning strategy that was implemented during COVID-19 pandemic conditions. Therefore, this study helps elementary pupils to comprehend, apply, analyze, synthesize and evaluate the performance of Grade 1 to VI, in Mathematics. Further it helps parents' experiences in modular distance learning, it also helps academicians, educators and policy makers to continually improve and design an effective learning environment applicable for students' learning outcomes.

It has always been pointed out that parents have a very important role in the education of their children. Home involvement is very important. Thus, the child's engagement about his studies at home involves the help of other members of the family aside from the parents. This is very much manifested amidst covid-19 pandemic when modular distance learning was adopted in public elementary school. With this condition, the study is supported by the Zone of Proximal Development by Lev Vigotsky (McLeod, 2019)^[5]. Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task^[5]. This is manifested in education through the teachers when they carry out the three important elements to facilitate the learning process. These are^[5]:

- The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
- Social interactions with a skillful tutor that allow the learner to observe and practice their skills
- Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD

This theory is very much supporting educational activities amidst covid-19 pandemic. Academicians around the world have come forward to support learning at home offering a wide range of free online avenues to support parents to facilitate home learning. Parents, too, have adapted quickly to address the learning gap that has emerged in their children's learning in these challenging times (Bhamani, et al., 2020)^[6].

In the Philippines, Agaton and Cueto (2021)^[3] pointed out that parents have encountered various challenges that the new mode of learning has brought. These challenges were readiness for virtual learning, mode of instructional delivery, unsatisfactory learning outcomes of the children, and availability of the needed technology among others. Castroverde and Alcala (2021)^[7] also stated the challenges that teachers have encountered like how they plan, preparation and distribution of modules, monitoring students' learning and evaluating outputs and providing feedback on students' performance. The coping mechanisms employed by these teachers on modular distance learning modality were also discussed. Accordingly, the teachers considered time management, innovating teaching strategies, adapting to the changes brought about by the new normal trend of education, being flexible and equipping themselves with the necessary skills needed in the new normal.

Relative to the above, Olivo (2021)^[8] revealed in her study that parents mostly agreed to the strategies in the distribution and retrieval of modules, time allotment for learning activities. The learning activities in the module and assessment. However, parents reported that time allotment in the completion of the learning activities was insufficient. It was because they observed that activities given were so many. Moreover, parents also expressed their lack of understanding about some of the topics. As a consequence, they could not help their children in answering the learning activities.

The school heads' perspectives on modular distance learning in public and private basic education in the Philippines were determined (Astero, et al., 2020)^[9]. Results showed that most public and private school heads perceived modular distance learning as helpful to both teachers and students. This was particularly manifested in disseminating these lessons. They also indicated that with modular distance learning, students were given enough time frame to finish their modules aside from doing their house chores.

Experiences in the Philippines on modular distance learning were also observed by parents in other countries. Hamaida, et al. (2021)^[10] reported that parents of primary and secondary students in Middle East countries were moderately satisfied with the distance learning process implemented in the light of covid-19 pandemic.

However, they revealed that there were significant differences in parents' perceptions attributed to the variables of the child's grade in favor of grades 5-7; teachers' gender in favor of females, and school type in favor of private schools.

2. METHODOLOGY

The quantitative method specifically cross sectional study design was used in this study involving elementary pupils and parents. Pupils who were enrolled in AY 2020-2021 in two elementary schools (San Rafael Elementary School (School A) and Lagonoy Central School (School B)) in Lagonoy District, Division of Camarines Sur, Philippines were respondents. Convenience sampling was used to collect data from a conveniently available pool of respondents during the schedule of modular distribution and retrieval. The distribution of respondents is shown in Table 1.

TABLE 1. Distribution of Respondents

School	Teachers		Pupils		Parents	
	F	%	F	%	F	%
A	20	50	71	23.28	71	23.28
B	20	50	234	76.72	234	76.72
Total	40	100	305	100.00	24	100.00

The questionnaire was used as the main data-gathering tool to elicit information from each study participant for socio-demographic characteristics, experiences, and preferences in online and modular distance learning. It was supplemented through unstructured interviews of selected pupils and parents. Questions asked were based on the questionnaire, hence, no interview guide was used. Content and face validity of the questionnaire was established based on extensive literature review and consultation with concerned experts and peer review. As for the preferences and experiences of selected participants, this study was focused in Math related subjects to measure the cognitive domain of the students particularly those which were envisioned to be developed among learners in the 21st century, namely: critical thinking skills, problem solving skills and analytical thinking skills. Perceptions and roles of parents was focused on the symbiotic responsibility between parents and teachers (information dissemination of processes in assisting the pupils at home, application of the Zone of Proximal Development ZPD and scaffolding theories, and feed backing of problems encountered and performance of pupils) and access of communication between parents and teachers (use of communications technology, clarification of instructions in the module and group study with peers).

2.1 Questionnaire. The questionnaire was developed to assess the pupils' and parents' perception of the distance learning method. The response options in the questionnaire items used a 4-point Likert-type scale (1 = strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree), except for questions of the most effective methods for distance learning (six options of the format of online learning) and open questions for the challenges and positive experience during distance learning.

2.2 Statistical Tool. In order to treat the data gathered, the Weighted Mean was used. Data were presented through comparative Tables. Qualitative data was collected through Focus group discussions of the students and parents through limited face to face interaction following the IATF health protocols. All focus group discussions were transcribed and analysed according to the broad themes: experiences, choice of mode of learning system, challenges encountered towards modular distance learning. Content analysis was used for data which is from personal interviews.

3. RESULTS AND FINDINGS

3.1 Perceptions on the Modular Type of Learning

3.1.1. Perceptions on Modular Learning on Symbiotic Responsibility between Teachers and Parents

The implementation of an education system at the national level in response to the coronavirus outbreak and schools being closed can be supplemented with a curriculum that involves parental guidance and COVID-19 related awareness. This would help in improving the education systems at large and reassure learning attainment in home settings ^[11]. Responses of teachers and parents on the correct nature and implementation of modular type of learning were sought in this study. The data on symbiotic responsibility between teachers and parents are shown in Table 2.

TABLE 2. Perceptions on Modular Learning Modality on Symbiotic Responsibility between Teachers and Parents

Indicators	Teachers	Parents	WM	I	Rank
Clarifies timeframe or deadlines on the submission of modules.	3.63	3.55	3.59	A	1
Provide feedback about the performance of the child in answering the modules	3.65	3.22	3.44	A	2
Personally meets to talk about ways the modules should be accomplished.	3.45	3.33	3.37	A	3
Parents & other members of the family assist the child in accomplishing the modules	3.33	3.07	3.20	O	4.5
Clarifies from the teacher about problems encountered in accomplishing the module	3.33	3.06	3.20	O	4.5
Overall Mean	3.48	3.25	3.37	Always	
Interpretation	Always	Often	Always		

Legend: WM- Weighted Mean, I- Interpretation, A- Always, O- Often, S-Sometimes, R-Rarely

It is noticed in Table that the teachers' highest level of assessment on their perceptions regarding modular learning was on providing feedback about the performance of the child in answering the modules (WM=3.65). This was followed by clarifying the timeframe of deadlines on the submission of modules (WM=3.63). The indicators with lowest rating were placed on having parents and other members of the family to assist the child in accomplishing the modules, and on clarifying from the teacher about problems encountered in accomplishing the module. Both of these had a Weighted Mean value of 3.33.

On the part of the parents, the indicator with highest value in their assessment was placed on clarifying timeframes or deadlines on the submission of modules (WM=3.55). This was followed by personally meeting to talk about ways the modules should be accomplished (WM=3.33). The lowest was on clarifying from the teacher about problems encountered in accomplishing the module (WM=3.06).

The Table further shows that the overall mean of the assessment of the teachers (WM=3.48) was higher than the assessment of the parents (WM=3.25). Hence, the teachers' assessment indicates that they always manifest those behaviors of symbiotic responsibility with parents regarding modular learning modality. On the other hand, the parents' assessed the same set of indicators of their symbiotic relationship between the teachers as often manifested.

It could be deduced from the findings that the teachers had a higher level of assessment in the sense that implementation of modular distance learning is directly their responsibility. The parents support the implementation by doing their role over their children's studies at home. Moreover, it could be said that the teachers may have provided instructions to parents about the conduct of modular distance learning but the parents may not have complied with them due to other duties and responsibilities they do at home or in their job.

This finding is supported by the study of Hamaidi, et al. (2021)^[10]. They found out that there were significant differences in the perceptions of parents in their experiences in the implementation of modular distance learner. The difference is due their educational attainment and training for teacher parents in a modular approach of teaching. It was evident that not only the children found this new way of learning unusual, but the teachers and teachers as well who were faced with an unprecedented need to switch to their computers from textbooks and blackboards^[11].

As a whole, the primary symbiotic responsibility manifested between the teacher and parents was on clarifying the time frame on the submission of modules (WM=3.59). This is manifested when parents go to school to receive and return accomplished modules of their children. It is the best opportune time for them for teachers to inform parents about this. Hence, it was found as always manifested. The indicators with lowest rating were on having parents and other members of the family assist the child in accomplishing the modules, and on clarifying the teacher about problems encountered in accomplishing the module. Both of these had an WM=3.20 interpreted as "often". However, the indicators shown in Table 2 were found to have been always manifested by both teachers and parents. It can then be said that a good symbiotic responsibility between teachers and parents on modular distance learning exists.

3.1.2. Perceptions on Modular Learning in Access of Communication between Teachers and Parents

The data shown in Table 3 shows the assessment of teachers and parents regarding modular learning modality in terms of access to communication between teachers and parents.

“Great communication skills will add years to your tenure as a successful teacher.” Dr. Jerry Weast of Montgomery County, Maryland (Weast, 2008) ^[12]. Therefore, effective communication must be a priority not a forgotten thought for great teachers (Hilliard and Newsome, 2013) ^[13]. Effective communication occurs when a desired effect is the result of intentional or unintentional exchange of information, which is communicated by different individuals and performed in a desired manner. Effective communication will achieve the desired effect and uphold the effect, with the potential to improve the message’s effect. Therefore, effective communication serves the purpose it was intended or built for ^[14]. Possible objectives may be to make change, to encourage action, to create awareness, to educate or to convey some idea or perspective. Good communication means talking and listening (Velentzas and Borni, 2014) ^[15]

TABLE 3. Perceptions on Modular Learning Modality in Access of Communication between Teachers and Parents

Indicators	Teachers	Parents	WM	I	Rank
Teachers personally give instructions to parents when they receive and return the modules	3.73	3.36	3.55	A	1
Group study with peers is allowed by the teacher	2.30	2.57	2.44	S	2
Teachers & parents can communicate freely through their phones.	3.30	3.46	3.38	A	3
Follow-up is conducted by the teacher through home visits or phone calls.	3.40	3.08	3.24	O	4
Both teacher & parents have their cellphone numbers to facilitate communication.	3.05	2.84	2.95	O	5
Overall Mean	3.16	3.06	3.11	Often	
Interpretation	Often	Often			

Legend: WM- Weighted Mean, I- Interpretation, A- Always, O- Often, S-Sometimes, R-Rarely

On the part of the teachers, it could be noticed their highest assessment was on personally giving instructions to parents when they receive and return modules (WM=3.73). This was followed by conducting follow-up through home visits or phone calls (WM=3.40). Both of these mean that these were always manifested. The indicator with lowest weighted mean value was on both teachers and parents having their cellphone numbers to facilitate communication (WM=3.05) which means that it was manifested often.

Among the parents they considered that teachers and parents can communicate freely through their phones (WM=3.46) as always manifested. They also assessed the teachers’ personally giving instruction to parents when they receive and return modules (WM=3.36) as always done. The indicator with lowest assessment was on both teachers and parents having cell phone numbers to facilitate communication (WM=2.84) which means often.

Looking at the overall means of the two groups of respondents, it could be noticed that the teacher’s assessment was higher (OM=3.16) while it was OM=3.06 for the parents. Both values, however, were equivalent to “Often”. In the same way, the OM=3.11 when both respondents were combined also indicate that access to communication between teachers and parents was often manifested.

The findings imply that the respondents’ assessment regarding access of communication between the mselves were often done. This indicates that there are easy and open channels of communication between the two. This finding is supported by (Lase, D., et.al, (2020) ^[16] stated that parents' involvement in the child's educational process contributes positively to their academic achievement. "Parental involvement and investment have a significant effect on students' self-concept and academic achievement in elementary school" (Ho & Kwong, 2013) ^[17]. Parental involvement in a child's education is consistently positively related to a child's academic performance (Topor et al., 2010) ^[18]. Some research results have provided evidence that parents' and families' involvement in children's learning positively impacts children's achievements (Averill et al., 2016) ^[19].

3.2 Role of Parents Toward Effective Modular

3.2.1. Parents Perception Towards Modules Modality

This topic was concerned about attributes of the module, role of parents and factors affecting performance. Each of these was discussed separately. In Table 4, the assessment of parents towards the attributes or characteristics of the module distributed to children were shown.

TABLE 4. Assessment of Parents Toward Attributes of Modules

Indicators	Pupils	Parents	OM	Int.	Rank
Child learns Math effectively through modules.	2.31	2.91	2.61	D	1
Questions are easy to answer.	2.42	2.31	2.37	A	2
Concepts are complete in the module.	2.37	2.21	2.29	A	3
Lessons/activities are well presented in the module.	2.09	2.02	2.06	A	4
Gives sufficient time to the child to answer the modules.	1.91	2.00	1.96	A	5
Overall Mean	2.22	2.20	2.21	Agree	
Interpretation	Agree	Agree			

Legend: WM- Weighted Mean, I- Interpretation, A- Always, O- Often, S-Sometimes, R-Rarely

Assessment of the attributes of modules involved the participation of pupils and parents. Among the pupils, they agreed that they have sufficient time to answer the modules (WM=1.91). This was followed by lessons/activities that were well presented in the module (WM=2.09). However, they disagreed that they learn Mathematics effectively through modules (WM=2.31).

On the part of the parents, their highest level of assessment was on the condition that the child is given sufficient time to answer the modules (WM=2.00). The parents agreed with this. They also agreed that lessons/activities were well presented in the module (WM=2.02). They disagreed that the child learns Math effectively through modules (WM=2.91).

As a whole, the pupils and parents agreed on four indicators that characterize the modules. With these, it can be inferred that the modules are generally helpful in the studies of the pupils. This idea is corroborated by the study of Astero, et al. (2020)^[20]. They stated that modules are helpful and beneficial to teachers and students. Besides, they were given a time frame to finish their modules.

3.2.2. Roles of Parents Towards Effective Modular Learning

TABLE 5. Roles of Parents Towards Effective Modular Learning

Indicators	Pupils	Parents	WM	I	Rank
Parents answer the modules for their children.	2.40	2.77	2.59	D	1
Parents' guide assist the child in answering the modules.	2.18	1.77	1.98	A	5
Parents explain the lessons in the module to the child.	2.24	1.85	2.05	A	3
Parents encourage children to manage time in doing the activities in the module.	2.51	2.10	2.31	A	2
Parents provide additional reference materials to the child.	2.05	1.99	2.02	A	4
Overall Mean	2.28	2.10	2.19	Agree	
interpretation	Agree	Agree			

Legend: WM- Weighted Mean, I- Interpretation, A- Always, O- Often, S-Sometimes, R-Rarely

Table 5 shows that the pupils agreed on all the indicators presented therein. The primary indicator shows that parents provide additional references (WM=2.05). The overall mean was WM=2.25. The parents also agreed on four indicators, the primary one could be seen on providing additional materials to their children (WM=1.99). However, they disagreed that the parents answer the modules for their children (WM=2.77). This is a commendable gesture that the pupils are ones who answer their modules. In an interview with the parents, their role is to assist the child in answering modules. They guide them on what to do and how to do it. This finding supports the other research findings, according to Wang et al. (2020)^[21], when parents and their children spend more time together it is likely said to be a good bond where they can both have more time working together in a child's learning activities. Parents who help their children have a multitude of benefits including strengths and weaknesses, spending individual time with children, enlightening, making learning more meaningful, and having higher aspirations (Kiser, 2020)^[22]. It is home-based involvement wherein parents help their children

with their homework, parental monitoring of school tasks, and involvement with the various forms of participation in the school's activities, and home-school communication, such as parents interacting with teachers (Wilder, 2014) ^[23].

3.3 Factors Affecting Performance in Modular Distance Learning

Factors affecting performance in Modular Distance Learning is shown in Table 6. Parenting amid a pandemic has been challenging. It is said that parenting in this time of pandemic is fundamentally the reconstruction from scratch. But somewhere between the shreds and the triumphs, there are a handful of styles we see reaching into the anticipated future (Malabarbas, G.T., 2022) ^[24]. It is said that the occurring parenting challenges surrounding the COVID-19 pandemic may signify that we need to become flexible and use good strategies and skills (Montreuil, 2021) ^[25].

It can be noticed that both pupils and parents agreed on the factors identified to affect performance in modular distance learning. This was evidenced by OM=2.06. It must be noticed that the factors indicated in the Table were negative in nature. Since both group of respondents agreed on them, therefore those factors affect their performance in modular distance learning.

Domestic tasks of parents at home (WM=1.82) is the primary factor that affect their performance. This factor could be one of the reasons why the parents disagreed that parents answer the modules for their children (Table 5). This was followed by internet connectivity (WM=2.08).

TABLE 6. Perceived Factors Affecting Performance in Modular Distance Learning

Indicators	Pupils	Parents	OM	I	Rank
Difficulty in teaching due to lack/absence of reference materials.	1.96	2.23	2.10	A	3
Knowledge of parents about the lessons.	2.31	2.03	2.17	A	1
Financial status of parents.	2.15	2.06	2.11	A	2
Internet connectivity.	1.88	2.27	2.08	A	4
Domestic tasks of parents at home.	1.77	1.87	1.82	A	5
Overall Mean	2.02	2.09	2.06	Agree	
interpretation	Agree	Agree			

Legend: WM- Weighted Mean, I- Interpretation, A- Always, O- Often, S-Sometimes, R-Rarely

In a sense, these factors are considered problems. Thus, the findings are in conformity with the study of Agaton and Cueto (2021) ^[3]. They enumerated problems that they encountered in the modular distance learning. These were on delivery of instruction, unsatisfactory learning outcomes, financial difficulties and struggle with the use of available technology. Additionally, Olivo (2021) ^[8], in her study revealed that one of the parents' problems was their inability to help their children in answering the modules because they do not understand the topics.

3.3 Gaps Identified to Affect Modular Learning Modality

Learning gaps happened when learners missed a skill and proceeded to a new lesson without any remediation on it. Any gaps should be addressed at the soonest possible time for the successful mastery of competencies as prescribed in the curriculum. At this pandemic period, as we are embracing the various distance learning modalities, a big challenge for teachers and learners alike is facing our way on how to effectively bridge the identified learning gaps (Torres R.C., 2021) ^[26].

This study also looked into the gaps that may affect modular learning modality. The teachers and parents were involved in providing the data as shown in Table 7.

TABLE 7. Gaps Identified that May Affect Modular Learning Modality as Perceived by the Respondents

Indicators	Teachers	Parents	WM	Int.	Rank
Study habits of children.	3.20	2.90	3.05	MA	1
Distance of home to school affects schedule to receive & return the modules.	3.05	2.70	2.88	MA	2
Lack of comprehension on the language or medium used in the module	3.05	2.61	2.83	MA	3
Parents give limited time to assist their children in accomplishing the modules.	3.08	2.52	2.80	MA	4
No gadgets to facilitate computations	2.90	2.49	2.70	MA	5
Overall Mean	3.06	2.64	2.85	Moderately Agree	
Interpretation	MA	MA			

Legend: WM- Weighted Mean, I- Interpretation, SA- Strongly Agree, MA- Moderately Agree, MD- Moderately Disagree, SD- Strongly Disagree

As shown in Table 7 that both teachers and parents have common responses that resulted to a similar interpretation which was “moderately agree”. It was WM+3.06 for the teachers while it was WM=2.64 for the parents. As a whole, the result was also moderately agreeing as evidenced by WM=2.85.

These gaps may be used as feedback that serves an input to developing intervention strategies to improve modular distance learning. Cabigao (2020) [27] suggested on effective teaching learning this pandemic period, aside from teachers' and parents' roles, technology likewise dictates its success. Providing technology support and provision to our learners is a great challenge to education officials and advocates in truly addressing the existing learning gaps for the holistic development of every Filipino learner today and beyond.

3.4 Strategies /Measures to Address the Challenges in

The study also looked into suggested strategies to address the challenges encountered in modular distance learning. The involved the participation of pupils and parents. The data are shown in Table 8.

According to Heather (2020) [28], the first step in addressing learning gaps is to identify exactly where and what those gaps are, and which learners struggle with them. The author noted that quizzes are a quick and easy way to formatively assess learners on what they have learned.

TABLE 8. Strategies or Measures to Address the Challenges of Modular Distance Learning

Indicators	Pupils	Parents	WM	I	Rank
Providing sufficient financial support	2.03	1.80	1.92	A	1
Providing sufficient time for the child to study.	1.86	1.89	1.88	A	2
Providing additional instructional materials.	1.94	1.78	1.86	A	3
Developing diligence and perseverance in working on the modules.	1.81	1.85	1.83	A	4
Monitor/supervise the way the child accomplishes the module.	1.80	1.84	1.82	A	5
Overall Mean	1.89	1.83	1.86	Agree	
Interpretation	Agree	Agree			

Legend: WM- Weighted Mean, I- Interpretation, SD- Strongly Disagree, D- Disagree, A-Agree, SD- Strongly Disagree

In this present study both pupils and parents agreed that the primary strategy that was considered most by the respondents was on monitoring/supervising the way the child accomplishes the module. This had an OM=1.80 by the pupils and OM=1.84 by the parents. The pupils considered this as primary since they need help in answering the modules. If parents and other members of the family are equally busy in individual tasks and responsibilities, then the child could not be attended. Addressing this may not just be true amidst this pandemic. It should be made as a regular practice at home. Thus, again, the Theory of Proximal Development by Vigotsky supports this need.

The other strategies reflected in the Table could be grouped as concerns of the home and concerns of the school. Partnership of the school and the community is important in order that these strategies are realized to be place in their proper perspectives.

4. CONCLUSIONS AND RECOMMENDATION

In the light of the preceding findings, it consequently concluded that There was a good symbiotic responsibility practiced by teachers and parents regarding modular learning modality. Their channel of communication is very beneficial to parents, teachers and pupils. However, there are factors affecting school performance of the pupils which are lack or absence of additional materials, lack of knowledge by parents on the topics in the module, internet connectivity, financial status of parents and domestic tasks of parents at home. Hence, the Department of Education (DepEd) officials and school heads may support curriculum and module writers to consider strategies or measures that make modular learning to come up with better learning outputs.

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