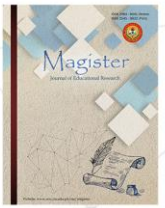

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Exploring Perspectives of Parents, Teachers, and Learners in Implementing Modular Instruction Amidst the COVID-19 Pandemic: A Case Study in the Philippine Basic Education

[a*]Rebbie Perez

[a] Department of Education at Liloan District, Division of Cebu Province, Liloan, Cebu, 6002 Philippines

*Corresponding author: rebbie.perez@deped.gov.ph

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Abstract

The education sector experienced changes during the pandemic, leading to the exploration and adoption of various distance learning modalities to address unprecedented challenges. Among these, modular instruction was implemented due to the Philippine educational system's lack of readiness for full online learning. However, this instructional approach has not been without challenges, impacting teachers, parents, and learners. This study aims to assess the practices associated with implementing modular instruction at a Philippine public elementary school, employing a descriptive-quantitative research design and involving teachers, parents, and learners as key respondents. Utilizing a stratified sampling survey method, the research findings reveal differences in perspectives across groups, highlighting disparities in views on the effectiveness of teaching lessons, the reliability of assessment results, and the distribution, retrieval, and feedback mechanisms related to learners' performance. The results highlight diverse contributing factors shaping teachers' perspectives as implementers, parents as home tutors, and learners as active recipients of knowledge, providing valuable insights into the nature of modular instruction and its impact on different stakeholders within the educational ecosystem.

Keywords: *Modular Instruction, Home Tutors, Distance Learning, Parental Involvement*

1. Introduction

The global community has dealt with many challenges brought about by the COVID-19 pandemic, fundamentally altering aspects of daily life, education, and culture. The education sector has transformed, deviating

significantly from the familiar routine learners once knew. The current situation has labeled the gap between highly developed countries with readily available infrastructure and the developing economies caught off-guard by the abrupt transition (Enriquez et al., 2022). Particularly in nations with limited internet connectivity, such as the Philippines, modular instruction has emerged as the most suitable strategy, utilizing printed materials to facilitate flexible learning modality (Bustillo & Aguilos, 2022). Modules are individualized instructional materials that allows students to learn by their own using a self-contained package of printed learning materials aimed at fostering independent learning. (Nardo, 2017). Modular instruction is an alternative instructional design crafted to cater to the needs of the learners. This approach relies on planned and strategic instructional materials to foster an effective and adaptive learning environment (Rotas & Cahapay, 2020).

In the modular setup, students engage in challenging activities requiring independent study. Students learned new concepts using the printed modules and develop self-reliance with actualization of being responsible in accomplishing learning tasks (Gumapac et al., 2021; Inkson & Smith, 2001). The literature has outlined potential challenges associated with self-paced learning under modular instruction. These encompass the imperative for incremental steps (O'Neil, 1979), the necessity to align learning activities with objectives of module descriptors (Loughlin et al., 2021), the requirement for ongoing student engagement (Al Mamun et al., 2020), and the importance of immediate and regular feedback (Dejene, 2019). The Department of Education created various mechanisms to continue education amidst the COVID-19 pandemic in Philippine public schools. As a response, DepEd Order No.12 s.2020 on the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) was implemented to make sure that there is learning continuity in the competencies of the K-12 curriculum including its adjustments, alignment of intended learning outcomes, a functional deployment of different learning modes, making the training for teachers and schools leaders available, and the orientation of stakeholders especially the parents or guardians of learners (Republic of the Philippines, 2020; Manire, 2021).

In response to the pandemic, the situational learning design introduced in the Philippine basic education system presents a unique and distinctive approach that has received relatively little attention in the existing literature. There is a notable gap in knowledge regarding this

particular instructional model, which is in line with abrupt implementation, leaving unexplored insights and challenges encountered by various stakeholders. This gap emphasizes the need for an inclusive or case examination of the distinctive features, effectiveness, and potential challenges associated with the implemented situational learning design, providing valuable contributions to the broader discourse on education system adaptations during times of crisis.

This paper investigates the perspectives of parents, teachers, and learners regarding implementing modular instruction within a specific elementary school in Cebu Province, Philippines. The primary focus is documenting these respondent groups' insights and challenges and establishing feedback mechanisms. The study employs quantitative techniques to analyze self-reported survey data to comprehensively understand the experiences and perceptions of using modular instruction in the educational setting.

2. Literature Review

This section provides the background of the study by establishing the historical context of modular instruction. It includes a detailed review of the challenges associated with implementing printed modules, focusing on issues such as distribution, retrieval, and monitoring.

2.1 Background

Modular instruction, as a form of individualized learning, has become important in adapting to the evolving educational landscape during the pandemic. The modular setup encourages students to engage in independent study, fostering a sense of responsibility as they navigate self-contained packages of learning activities (Gumapac et al., 2021). Crafted to meet the needs of the education system, modular instruction relies on planned and strategic instructional materials for creating an effective and adaptive learning environment (Rotas & Cahapay, 2020). However, the literature also notes potential challenges associated with self-paced learning within this framework. For example, the importance of gradual progression, the instructional approach stresses the need for incremental steps in the learning process while the learners rely on their resources at home. This emphasis on step-by-step advancement establishes a comprehensive and effective educational experience (O'Neil, 1979). This strategic approach ensures that students engage in practical, hands-on experiences that align with their educational

objectives, fostering a deeper understanding of the subject (Thammi-Raju et al., 2020).

On the other hand, ensuring the alignment of activities with module objectives is crucial for a coherent and effective learning experience (Loughlin et al., 2021; de Dios et al., 2022). It establishes a clear pathway for students to meet educational goals in the modular instruction aligned with the activities specified in the module objectives, continuous student engagement, and prompt feedback (Al Mamun et al., 2020; Dejene, 2019).

The plausibility of modular instruction serves as a good element in the context of the Philippine basic education system's response to the challenges posed by the pandemic. Given the unique circumstances where internet connectivity limitations prevail, emphasizing the synchronization of activities with module objectives ensures a unified educational activity and facilitates a cost-efficient solution. The practicality of printed modules becomes particularly relevant as it can facilitate optimizing the learning experience and achieving educational objectives despite the constraints posed by the ongoing crisis (Bustillo & Aguilos, 2022).

2.2 Challenges of Implementing Printed Modules

Printed modular instruction is a viable strategy in the Philippines during the COVID-19 pandemic, given the limitations of limited internet connectivity (Bustillo & Aguilos, 2022). While addressing the immediate needs imposed by the pandemic, this approach presents its own challenges. The Department of Education's Basic Education Learning Continuity Plan (BE-LCP) outlines adjustments and strategies, but the abrupt implementation of situational learning designs remains an understudied aspect. The literature does not uncover stakeholders' experiences implementing the modular instructional model (Manire, 2021). This highlights the need for a case-specific examination to comprehensively understand the distinctive features, effectiveness, and potential challenges associated with the situational learning design, offering valuable contributions to the broader discourse on educational adaptations during crises.

Among the challenges associated with modular instruction, significant issues have been identified in distribution, retrieval, monitoring, and evaluation. For example, these issues were particularly raised in the paper of Cabardo et al. (2022). The distribution process often encounters logistical difficulties, leading to delays and incomplete

deliveries that affect students' timely access to learning materials. Similarly, the retrieval of completed modules presents challenges, including missed deadlines and difficulties in collecting materials from various locations, which can impact the assessment and feedback cycle (Butial et al., 2022). Monitoring student engagement and progress with modular instruction can be complex, as teachers may struggle to gauge understanding and participation without direct interaction.

3. Methods

This section outlines the procedural methodology, description of the respondent groups, and the instrument used in this paper. The conduct of the research adheres to ethical standards for data collection, research conduct, and overall project implementation.

3.1 Design

This study employed a descriptive-quantitative research design, utilizing the descriptive data presentation of the perspectives of the respondent groups in modular instruction. A survey questionnaire was administered to teachers, parents, and learners in grades four, five, and six using a stratified sampling approach. Within the teacher group, 47.62% of the school's population, comprising 30 out of 63 teachers, actively participated. Parents/guardians, constituting 6.82% of the total population (160 out of 2346), were also integral to the study. Likewise, learners, representing 6.61% of the population with 155 respondents, played a crucial role in data collection. Examining correlations between variables and identifying any significant relationships underwent statistical analysis, underlining the strength of the research approach.

3.2 The Case School

The study was conducted at a particular case school, a Public Elementary School in Cebu Province, Philippines. The case school accommodates students from Kindergarten to Grade six. In the School Year 2020-2021, the total enrollment reached approximately 2,346 learners, including 300 transferees from private schools. The school employed 63 teachers, distributing them across different grade levels, with an average of 7-10 teachers per grade. The school's environment proved accessible to parents and learners, facilitating the effective implementation of modular instruction. A weekly routine was established where parents/guardians visited the school to submit the printed modules completed by their children and simultaneously

collected the modules for the upcoming week. This practice fostered a collaborative and participatory atmosphere conducive to the successful execution of the modular instruction approach.

3.3 Demographic Distribution of the Respondent Groups

The study respondents are teachers, parents, and learners who actively engaged in the execution of modular distance learning. Data collection focused on several aspects, including the availability of resources for module creation, the preparedness of stakeholders, the distribution and retrieval processes, parental/guardian experiences, and feedback on learners' performance. Additionally, the study investigated the practices associated with modular instruction, evaluating the effectiveness of lesson delivery, the reliability of assessment outcomes, and the appropriateness of the instructional approach—these assessments aimed to gauge the overall effectiveness of the educational process for stakeholders. The research employed a comprehensive set of survey questions, thoroughly examining respondents' perspectives.

Table 1: Demographic Profile of the Teacher-respondent Group

Category	Frequency	Percent (%)
Age		
56-65	2	6.67
46-55	2	6.67
36-45	12	40
25-35	14	46.66
Gender		
Male	1	3.33
Female	29	96.67
Highest Educational Attainment		
Bachelor's Degree	3	10
Bachelor's Degree with MA Units	24	80
With Doctoral units	1	3.33
MA Graduate	2	6.67
Length of Service		
5yrs and below	12	40
6 to 10 years	10	33.33
11 to 15 years	5	16.67
16 to 20 years	1	3.33
21 to 25 yrs.	2	6.67

Table 1 presents the demographic profile of the teacher respondents in terms of age, gender, highest educational attainment, and length of service. Regarding age distribution, most teachers fall within the 25-35 age range (46.66%), followed by the 36-45 age group (40%). This indicates a relatively younger profile among the teacher respondents. Gender distribution shows a predominantly female representation among teachers, with 96.67%. While gender may not directly impact instructional approaches, understanding this distribution provides context for potential variations in experiences and viewpoints within the teacher group. The highest educational attainment suggests a strong academic background among the teacher-respondents, potentially influencing their instructional methods and adapting to new educational modalities. A balanced distribution is observed across different tenures. However, a notable 40% have five years or less teaching experience. This suggests a mix of experienced and relatively newer teachers, providing diverse perspectives on the challenges and appropriateness of implementing modular instruction.

Table 2: Demographic Profile of the Parent-respondent Group

Category	Frequency	Percent (%)
Age		
46-55	14	8.75
36-45	69	43.13
25-35	77	48.12
Gender		
Male	30	18.75
Female	130	81.25
Highest Educational Attainment		
Elementary Level	6	3.75
High School Level	96	60
College Level	58	36.25

Table 2 presents the key demographics of the parent-respondents. The majority are in the 25-35 and 36-45 age groups, with a good balance between male and female representation. Most parents have completed high school, showcasing a diverse educational background. These demographics highlight the varied perspectives and experiences among parents involved in implementing modular instruction. The age groups and educational backgrounds suggest potential differences in how

parents engage with and support this learning method at home. Understanding these factors is essential to evaluating the effectiveness and appropriateness of modular instruction in the context of diverse parental experiences.

Table 3: Demographic Profile of the Learner-respondent Group

Category	Frequency	Percent (%)
Age		
13-14	5	3.23
11-12	95	61.29
9-10	55	35.49
Gender		
Male	66	42.58
Female	89	57.42
Highest Educational Attainment		
Grade IV	41	26.45
Grade V	59	38.06
Grade VI	55	35.48

Table 3 outlines the demographic information of the learner respondent group. Most are aged 11-12, evenly split between male and female. They are distributed across Grades IV, V, and VI, reflecting a fair representation of intermediate grade levels of elementary education. The demographics ensure a well-represented view of the students implementing modular instruction. Their age and grade levels align with the focus of the study, providing valuable insights into how learners of different ages and grades experience and engage with modular instruction.

3.4 Instrument

The research instrument employed in this study consists of four distinct parts. Part 1 gathers socio-demographic information such as age, gender, highest educational attainment, length of service, and grade level handled by teachers. The parents/guardians' age, gender, and highest educational attainment were collected, while the age, gender, and grade level of the learners were recorded. Part two of the questionnaire utilizes a five-point Likert scale (Always, Often, Sometimes, Rarely, and Never) with corresponding ratings of 5, 4, 3, 2, and 1 are utilized to assess the

degree of consistency in prevalent practices. Part three employs five-point Likert scales (Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree), assigning values of 5, 4, 3, 2, and 1, respectively, to gauge perspectives on teaching effectiveness, assessment reliability, and the appropriateness of the instructional approach. This part aims to identify the prevalent practices in implementing the instructional approach, adapted from the study of Sewagegn and Diale (2021) on the practices and challenges of modular/block teaching.

Part 4 seeks to determine perspectives on the effectiveness of teaching lessons, the reliability of assessment results, and the appropriateness of the approach. The fourth section is designed to assess the challenges faced by teacher-implementers, parents as home tutors, and learners during the implementation of modular instruction, utilizing high (1), medium (2), and low (3) indicators. These survey questions were adapted and modified from the study of Bandele and Faremi (2012), covering aspects such as (a) availability of resources, (b) preparation, (c) distribution and retrieval, and (d) feedback on learners' performance.

4. Results and Discussions

This section presents the results and discussions on the challenges encountered in the implementation of modular instruction. It covers aspects such as resource availability, preparation, distribution, retrieval, and feedback on learners' performance. Additionally, it addresses the experiences and difficulties faced by teachers, parents, and learners. In the following tables (Tables 4 to 11), the acronyms used for ease of reference are as follows: VD for Verbal Description, SA for Strongly Agree, A for Agree, U for Undecided, D for Disagree, and SD for Strongly Disagree.

4.1 Perspectives of the Respondents on the Modular Instruction

Table 4: Practices in the Implementation of Modular Instruction

Statements	Teachers Perspective Mean	VD	Parents Perspective Mean	VD	Learners Perspective Mean	VD
1. In the modular instruction approach, teachers print out	4.10	A	4.45	SA	4.60	SA

modules provided by the central office						
2. In the modular instruction approach, teachers sort printed modules of all subjects to be distributed	4.73	SA	4.64	SA	4.61	SA
3. In the modular instruction approach, parents/guardians retrieve and claim modules	4.67	SA	4.75	SA	4.77	SA
4. In modular instruction approach, learners are given a set of modules to be answered in a given time	4.90	SA	4.62	SA	4.56	SA
5. In the modular instruction approach, all subjects are given simultaneously as scheduled	4.57	SA	4.58	SA	4.54	SA
6. In the modular instruction approach, the time allotted in each subject is strictly followed	3.33	U	4.34	SA	4.17	A
7. In modular instruction approach, parent/ guardian serves as a home tutor	4.53	SA	4.56	SA	4.32	SA
8. The modular instruction approach encourages independent study	3.40	U	4.02	A	4.11	A
9. In the modular instruction approach, various learning	3.53	A	4.04	A	4.08	A

resources and references are readily provided						
10. In the modular instruction approach, the assistance of a tutor or (MKO)More Knowledgeable Other is necessary	4.43	SA	4.19	A	4.11	A
Grand Mean	4.22	SA	4.42	SA	4.39	SA

Table 4 presents the perspectives of the respondent groups about the practices in the implementation of the modular system. This shows that the procedures mentioned are practically conducted and adhered to by individuals concerned to successfully attain the realization and implementation of modular instruction. All three respondent groups' results fall on the average mean of strongly agree, ranging from 4.21-5, respectively. The generated average mean, which yields the exact verbal description indicating strong agreement that all statements are factual, is enough to understand the validation of the practices.

This implies that all processes implemented and conducted by the school while undertaking the new learning mode are believed to be accurate and strongly agreed upon by the three respondent groups. In this manner, each individual concerned is aware of the procedure that would take place as the instruction employed. As shown in the study of Visser et al. (2010), collaboration between colleagues and involved individuals is a stimulating condition for implementing an innovation. Well-defined systems and practices would be essential to the successful delivery of the strategic program, and the techniques themselves are not the core of the instruction but are the methods through which core functions are realized.

Table 5: Effectiveness in the Delivery of Lessons

Statements	Teachers Perspective Mean	VD	Parents Perspective Mean	VD	Learners Perspective Mean	VD
1. Modular instruction approach helps students to concentrate on one subject at a time	3.30	U	3.78	A	4.01	A

2. The modular instruction approach helps to give high emphasis to practical skills	2.97	U	3.66	A	3.86	A
3. In the modular instruction approach, theory and practice can go hand-in-hand	3.17	U	3.71	A	3.84	A
4. The modular instruction approach makes learning credible/realistic	2.33	D	3.61	A	3.61	A
5. In the modular instruction approach, teachers can facilitate students' learning	2.17	D	3.56	A	3.55	A
Grand Mean	2.79	U	3.66	A	3.77	A

Table 5 presents the respondents' perceptions of the effectiveness of modular instruction. The data shows they differ in their views about this aspect. Both parents and learners agreed with the statements, having an average of 3.66 and 3.77, contrary to teachers' perception with an average of 2.79. However, having the view of teachers as doubtful means that they neither agree nor disagree with the statement. This means some of the statements are true for teachers, and some are not. I noticed that teachers found it hard to determine their responses in statements 1, 2 and 3 since the teaching and learning process is done mainly at home by parents or guardians as home tutors. These three statements are complicated to validate since measuring the process can only be done if there is an interaction between a teacher and a learner inside the classroom where the combination of theory and practice go hand in hand and where both the teacher and learner as well can determine if the process has been undertaken respectively. This connects to the findings about the intricacies of home tutoring (Lahart et al., 2006).

This implies that the three respondent groups' perceptions of the effectiveness of the modular delivery of lessons have variations. Parents view it as effectively delivered supplements in the absence of a teacher

and learners as the recipients of learning. On the other hand, teachers perceived that this was not effectively delivered due to factors such as failure to provide proper learning. This finding provides valuable policy insights, particularly given emerging studies from the Philippines that explore teacher satisfaction and turnover intentions during and after the COVID-19 pandemic. These studies have identified associations and causal relationships between flexible learning (including modular distance learning) and various factors such as job satisfaction, turnover intentions, and teacher self-efficacy (Enriquez et al., 2022; Costan et al., 2022). Understanding these dynamics is crucial for developing policies that support teachers and improve the overall effectiveness of flexible learning approaches.

Table 6: Reliability of the Assessment Results

Statements	Teachers Perspective Mean	VD	Parents Perspective Mean	VD	Learners Perspective Mean	VD
1. Assessing students in a modular instruction approach is simple	2.43	D	3.54	A	3.52	A
2. In modular instruction approach, various types of assessment techniques can be used	3.03	U	3.78	A	3.77	A
3. The assessment techniques used in the modular instruction approach are appropriate	2.80	U	3.80	A	3.71	A
4. In modular instruction approach, effective feedback after each assessment is given	3.43	A	3.68	A	3.71	A

5. Modular instruction approach helps students to get a better grade	2.80	U	3.58	A	3.63	A
Grand Mean	2.90	U	3.68	A	3.67	A

As observed in Table 6, the average score of each respondent-group result yields the same results as in Table 5. Both parents and learners agreed with the statement with almost the same average of 3.68 and 3.67, respectively, and it only varies on teachers' perception, which is undecided still, having an average of 2.90. Analyzing the list of statements provided to check the reliability of the assessment results would definitely vary depending on the perceptions of the teachers being undecided on the matter. Statements 2,3 and 5 pertain to how teachers address the learners' needs depending on how they are progressing in the different learning experiences. Unfortunately, considering there is no teacher and learner interaction, it is ultimately hard to track the reliability and validity of their progress, performances, and outputs and address the appropriate assessment that will remediate learners' struggles and developmental needs. As mentioned by teachers (*see challenges*), they are having difficulty tracking learners' needs and progress since they cannot see how the child has performed in all those learning experiences. Evidently, some of the learners' output is the work of a home tutor, as confirmed by some parents due to time pressure because they are working parents (*see challenges)*. Employing modular instruction requires teachers to provide reasonable feedback on learners' progress and monitor and help them with their learning challenges (Guiamalon, 2021). Meanwhile, monitoring of learners is difficult to sustain since parents as channels cannot be reached consistently. This is because they don't have internet connections in their place.

This implies that only teachers can verify how reliable the assessment results are. It is the duty of the teacher to provide necessary assessment information to the learner (Ransford et al., 2009). However, teachers mainly translate and implement educational policies, instructional policies, curriculum, and learning outcomes assessment. Outputs of learners in the modular instruction show no reliability since they are guided by the help and assistance of a tutor. Due to the difficulty in monitoring learners' performance as affirmed by the studies (e.g., Baron & Crooks, 2005; Duvall et al., 1992; Mufniz & Barragdn, 2022), no

further evidence shows that all the works are mainly done by learners themselves asserting that family tutors are partly responsible in the compliance of the learning tasks. Although it is likely that the family members, serving as tutors usually gave an explanation or discuss with the learners about how was the answer was obtained to ensure that it is understood by the tutee themselves. Further findings revealed that tracking learners' developmental needs and providing appropriate assessments are difficult to monitor. This is confirmed by Fatima et al. (2020), Valencia (2020), and Salamuddin (2021), who found that measuring the quality of instruction in modular learning differs significantly from the traditional teaching-learning process. Also, it is difficult to monitor the students and how they are performing and to ensure that students are not cheating. Additionally, practical tests and performance tests are impossible to realize. Moreover, students who do not have internet access will experience difficulty in taking assessments and evaluations.

4.2 Perceived Appropriateness of the Modular Instruction Approach

To determine the appropriateness of the approach in this mode of delivery, the following statements are used to examine its validity, as shown in Table 7.

Table 7: Appropriateness of the Modular Instruction Approach

Statements	Teachers Perspective Mean	VD	Parents Perspective Mean	VD	Learners Perspective Mean	VD
1. The modular instruction approach helps teachers to apply student-centered teaching methodology	2.73	U	3.68	A	3.77	A
2. In modular instruction approach, students' learning is given on time	2.97	U	3.58	A	3.92	A
3. In modular instruction	2.93	U	3.81	A	3.73	A

approach, there is cooperative teaching and learning						
4. In modular instruction approach, students' interaction is high	2.27	D	3.37	U	3.41	A
5. In the modular instruction approach, teachers can track students' needs and progress	2.80	U	3.49	A	3.55	A
6. Modular instruction approach helps students to develop self-learning habit	2.93	U	3.65	A	3.67	A
Grand Mean	2.77	U	3.60	A	3.67	A

The data presented in Table 7 yielded the same results on the perceptions of teachers, parents, and learners, as reflected in Tables 5 and 6, wherein both learners and parents agreed on their responses. Analyzing the data on the appropriateness of the modular approach focuses on how learning has taken place on the side of the learners. Knowing learners are in their homes, having their peers and home tutors with them allows peer interaction while answering the modules. Peer interaction promote authentic learning experiences when properly implemented through cooperative learning methods, in which the learners share ideas to achieve a common learning goal (Namaziandost et al., 2020). However, this interaction may not completely satisfy the needs of the learners. This implies that employing modular instruction may not be an appropriate approach that caters to the development of learners, given their diverse needs and learning styles. Furthermore, feedback on learner's performance through parents as their channel would not be reliable enough to understand and address their concerns as performance feedback can be delivered by informing the student himself (Carless, 2022).

4.4. Perceived Challenges

Upon the implementation of the modular instruction approach, challenges emerge. With the new system comes new processes and procedures. These challenges include the availability of resources, preparation, distribution, retrieval, and feedback on learners' performance. Results are shown in the following tables.

Table 8: Availability of Resources

Challenges	Teachers Perspective Mean	VD	Parents Perspective Mean	VD	Learners Perspective Mean	VD
1. The availability of printing materials such as machines, ink, toner, and staple wires is adequate.	2.37	D	2.28	D	2.31	D
2. Modules of all subjects to be printed are readily available and are provided on time.	1.77	SD	2.45	D	2.48	D
Grand Mean	2.07	D	2.37	D	2.39	D

One of the challenges in implementing modular instruction is the availability of resources needed to print and distribute modules. As shown in Table 8, the respondents unanimously agreed that materials are not readily available, showing insufficiency in providing the relevant resources. This problem contributes mainly to the delay in the reproduction and distribution of modules, eventually affecting the school schedule.

This implies that inadequate provision of resources would greatly affect the schedule of reproduction of modules, which eventually breaks down the cycle of the expected distribution and retrieval of modules. In this manner, changes in the schedule and adjustments will follow to meet the anticipated schedules of a quarter, which will eventually affect the flow of the process. Conforming to the study of Nsengimana et al. (2020), which affirms that teacher willingness and readiness to engage in curricular innovations can only be achieved if resources and administrative support are adequate. Without enough support, teachers are more likely dissatisfied and will lead to policy implementation failure. The modular approach requires that teaching and learning resources be ready before implementation. As most respondent

teachers reported, a shortage of resources is one of the major challenges they face in implementing modular/block teaching and learning, such as a lack of educational facilities like copiers and printers and a shortage of computers or laptops.

Table 9: Preparation of Modules

Challenges	Teachers Perspective Mean	VD	Parents Perspective Mean	VD	Learners Perspective Mean	VD
1. The time frame given for printing modules of all subjects to be distributed is adequate	2.23	D	2.46	D	2.45	D
2. The time frame given for sorting modules of all subjects is adequate	2.27	D	2.44	D	2.48	D
3. The number of modules to be prepared does not exceed expectations	2.10	D	2.22	D	2.30	D
Grand Mean	2.20	D	2.37	D	2.41	D

Table 9 depicts the challenges encountered by the respondents in the preparation of modules, especially concerning time. This data shows that time is a great challenge, as the respondents perceive. Knowing that a school has already set schedules starting from the reproduction of modules down to the distribution and retrieval, if there is a delay in the provision of modules, teachers have to double their time in printing to meet the desired expectation that modules are supposed to be distributed. This would even take longer if there were unexpected shortages of materials to be used, such as paper, toner, and ink. For the teachers to meet the set schedule of distribution and retrieval, there are times when the expected number of modules to be given is not complete. Therefore, modules that should be given in a specific schedule will be added to the next distribution.

This data affirms that the time frame for printing and sorting modules in all subjects to be given on a specific date is not enough. The

teachers have to adjust the number of modules to be given since the number of pages to be printed and sorted contributes mainly to the reproduction of modules aside from having delays in the provision of the resources or materials. The longer the number of pages, the longer they will have to spend printing and sorting, considering the number of students in a class. Since the school only has one risograph machine, this process is difficult to sustain. In this manner, the number of modules to be prepared and distributed exceeds when the next distribution comes.

Table 10: Distribution and Retrieval

Challenges	Teachers Perspective Mean	VD	Parents Perspective Mean	VD	Learners Perspective Mean	VD
1. The time scheduled for the distribution and retrieval of modules is strictly followed	2.13	D	2.61	U	2.70	U
2. The date scheduled for the distribution and retrieval of modules is strictly followed	2.27	D	2.62	U	2.72	U
Grand Mean	2.20	D	2.62	U	2.71	U

Table 10 presents the challenges experienced by the respondents in distributing and retrieving modules. The data shows varying responses among the respondents, such as the teachers' disagreement on the adherence to the date and time of the distribution and retrieval. On the other hand, the parents and learners are undecided about this challenge. In this regard, knowing that modules for all subjects were given simultaneously and there are times when it is beyond the expected number of modules that learners are supposed to answer. Another consideration is the number of children in the family attending the same school. Some parents have 3-4 children in the school. In addition, when parents claimed modules late, they would eventually return them late since they could not make up the time considering the number of activities, pages, and modules to answer.

This implies that the time and date of the scheduled distribution and retrieval are not strictly followed due to many contributing factors, such as the number of modules to be answered, the number of children to be tutored, and, as shared by some of the parents, they lack the time in

tutoring since they are working parents as mentioned earlier. This is further affirmed by Espinosa (1985), in which one study of parents in Texas found that if parents had flexibility and leave from work, they were most likely to be involved in their children's activities. Studies have documented that working parents in lower income bracket are likely to be more engaged in their children's education. However, the scheduling is a constraint since they lack of autonomy and time flexibility at their job (Heymann, 2000). Their children cannot do it alone, so they must wait for their time. Lessons are not successfully realized as planned because problems arise beyond the teacher's control (Nardo,2017). In the absence of the teachers, factors such as the absence of a tutor, behavioral problems, and distractions at home, time was not utilized accordingly, eventually hindering learners from accomplishing given tasks in an expected schedule.

Table 11: Feedback on Learners' Performance

Challenges	Teachers Perspective Mean	VD	Parents Perspective Mean	VD	Learners Perspective Mean	VD
1. All modules are answered by learners	1.50	SD	2.35	D	2.40	D
2. The time frame allotted in answering modules is enough	2.07	D	2.36	D	2.32	D
3. All modules are completely answered	1.57	SD	2.45	D	2.51	D
Grand Mean	1.71	SD	2.39	D	2.41	D

The performance of the learners while taking the modular approach is depicted in Table 11. With an average of 1.71 for teachers, they strongly disagreed on this matter. This means the learners did not completely answer the exercises while considering the insufficient time frame for answering the modules. On the other hand, parents and learners disagreed with the mean of 2.39 and 2.41, respectively, further affirming the teachers' perspectives. Since modules were given simultaneously with different activities and some other contributing factors, as mentioned in the previous challenges, the time frame is not enough, eventually leading to an incomplete answer of modules.

Table 12: Challenges Experienced by Parents

No.	Experiences	Frequency	Percentage
1	Difficulty in tutoring with not enough knowledge of the topic	35	21.86
2	Learners need guidance and cannot answer alone	27	16.88
3	Lack of resources	13	8.13
4	Printed pages of modules are sometimes blurry and miss some information	11	6.88
5	Learners have less focus and get easily distracted by the environment and comforts of home	20	12.5
6	Great number of activities/ modules cause a lack of sleep and time	12	7.5
7	No time to tutor due to working parents and conflict with household chores	21	13.13
8	Queries of kids are too difficult and need the support of technology	11	6.88
9	Difficulty in assisting children due to behavioral problems of learners	10	6.25
	Grand Total	160	100

The challenges met by parents as home tutors are depicted in Table 12. The challenges they encounter show that utilizing them as home tutors in the absence of a teacher is difficult due to a lack of training and preparation. This implies that parents alone acting on behalf of teachers cannot suffice the needs of learners. However, the provision of parental support eventually increases educational achievement and attainment by learners. Despite a lack of competency and pedagogical knowledge, parents can still contribute to their children's education, especially among digital natives. Digital nativity influences pedagogical knowledge to some extent, allowing parents to assist their children effectively at certain levels of conceptualization (Valle et al., 2024). Literature indicate that parent and family members' involvement in school work is not always working well and may encounter problems. For example, the limitations of parental teaching skills and the self-doubt about their stock knowledge, often cause disengagements (Guan & Benavides,

2021). Thus, educators should provide the parents with resources and strategies to support the learners. Additionally, parents face challenges in assisting with their children's learning due to the learners' behavior and environmental distractions, which are significant factors affecting the success of tutoring and learning acquisition.

4.3 Challenges of Learners

Table 13: Challenges Experienced by Learners

No.	Experiences	Frequency	Percentage (%)
1	Less focus due to outside distractions	12	7.74
2	A large number of activities	16	10.32
3	Lack of tutor in understanding the content	36	23.23
4	Difficulty in answering lessons alone, especially in Math subject	11	7.10
5	Pressured to accomplish several modules	10	6.45
6	No feedback after completion/ retrieval	1	0.65
7	No deeper explanation of the lesson	2	1.29
8	Simultaneous giving of performance tasks/ activities	8	5.16
9	Late response of teachers to concerns and confusion	2	1.29
10	Lack of resources/references	9	5.81
11	Scheduled time for answering modules is not enough	25	16.13
12	No internet connection to look for other references	23	14.84
	Grand Total	155	100

Table 13 presents the learners' challenges, including their inability to work independently and the need for references and resources to aid them in answering different activities. This implies the imperative need for a teacher, not just mainly a simple tutor, considering that learners are diverse with different exceptional needs and have varied approaches to learning. Building academic knowledge requires a strong teacher presence in which the teacher encourages and develops critical discussion (Tsiotakis & Jimoyiannis, 2016). As mentioned, there is also a need for resources or references to help learners while they answer the modules at hand. This is difficult to accomplish with the numerous modules simultaneously given and with various demands. Reaching out

to the teachers is not as easy as it seems due to many constraints, mainly the accessibility of both parties, as not all parents have resources such as gadgets and connections.

5. Conclusion

This paper examines the views of parents, teachers, and learners on the deployment of modular distance learning in the context of Philippine basic education during the COVID-19 pandemic. The study focuses on evaluating the practices involved in implementing modular instruction at a public elementary school in the Philippines. Adopting a descriptive-quantitative research design, the research includes teachers, parents, and learners as primary respondents. The data collection was conducted using a stratified sampling survey method.

Based on the study's findings, three key takeaways emerge as the conclusion. First, there are notable differences in perspectives among the respondent groups. Teachers' views differ significantly from those of parent-tutors and learners concerning the effectiveness of teaching lessons and the perceived reliability of learning assessments. While teachers believe that the teaching methods are ineffective and that the assessments are unreliable, parents and learners find these strategies with some degree of adequacy. Second, all respondent groups (on average) collectively "disagree" on the adequacy of distribution, retrieval, availability of materials, timeframe, and feedback mechanisms related to learners' performance. This indicates that the implementation system was unprepared for the transition and that resources were insufficient to manage the abrupt change effectively. Lastly, the high number of retrieved unanswered modules and delayed submissions were among the most significant challenges faced by teachers. This suggests that modular instruction may contribute to academic procrastination among students. Given this observation, it is recommended that further investigation be conducted to explore the relationship between the modular setup and academic procrastination. Additional studies could examine factors such as student motivation, time management skills, and the role of parental involvement in mitigating procrastination. Addressing these issues could lead to improved strategies for enhancing the effectiveness of modular instruction and ensuring timely student engagement.

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