Parents' Narratives as Home Learning Facilitators in the Modular Distance Learning

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Abstract

This qualitative research studied and analyzed the parents' narratives as Home Learning Facilitators in Modular Distance Learning. This study interviewed eighty-three (83) parents in Kabankalan City whose children are currently enrolled in Modular Distance Learning. Using the Phenomenological Method of Inquiry in gathering, coding, categorizing, and analyzing data, five major themes were derived from the study: (1) Difficulty in answering the modules, (2) Managing child's behavior, (3) Time management and responsibilities, (4) Strategies and interventions, and (Self-realizations and reflection. Considering the careful analysis of the themes, the following conclusions were deduced: (a) modular distance learning was challenging in its first year of implementation due to several factors, (b) parents struggled to motivate and encourage their children, (c) parents struggled in balancing their work and facilitating learning, (d) parents creativity surfaced during the pandemic, and (e) parents realized the importance of commitment and full cooperation as important elements in the successful conduct of the Modular Distance Learning.

Keywords: Parents' Narratives, Home Learning Facilitators, Modular Distance Learning, Managing Child's Behavior

Introduction

The COVID-19 pandemic has posed challenges to various sectors, especially in responding to basic rights (DO No. 12, s. 2020). As pointed by the UNESCO prolonged school disruptions are associated with various negative impacts on children. The longer that marginalized children are out of school, the less likely they are to return (UNESCO as cited in DO No. 12, s. 2020). UNESCO also noted the risk of teenage pregnancy and sexual exploitation, and that prolonged closures disrupt essential school-based services such as immunization, school feeding, and mental health and psychosocial support, and can cause stress and anxiety due to the loss of peer interaction and disruptive routines.

With the physical distancing and community quarantine being among the measures to contain COVID-19, basic education is among the sectors heavily affected as schools and community learning centers are closed for physical conduct of classes. In order to provide clear guidance to all offices, units, schools, and community learning centers, the Department of Education, learners and their parents, partners, and stakeholders, the Department developed the Basic Education Learning Continuity Plan (BE-LCP) units (DO No. 12 s., 2020).

This School Year 2020-2021, the Department of Education has adopted different Learning Delivery Modalities (LDM) across the country as its mitigating move to continue education amidst the onslaught of COVID-19 Pandemic. The Schools Division Office of Kabankalan City has also crafted its BE-LCP aimed at providing learners the learning environment under the "new normal". As stipulated in DO No. 12, s. 2020, "The landscape of child protection and child rights will now encompass not only the physical but more extensively, the cyber world and the home as a "school".

Through the initiative of the SDO of Kabankalan, the dry run on the five learning delivery modalities – Online Distance Learning, Modular Distance Learning, TV-Based Instruction (TBI), Radio-Based Instruction (RBI) and Blended Learning were pilot-test in the five districts of SDO Kabankalan City. During the Focus-Group Discussion, it was revealed that the most viable Learning Delivery Modality was Modular Distance Learning and Blended Learning. Thus, the Schools Division Office of Kabankalan City has adopted these modalities in the schools all over the city.

For the past two quarters, a lot of feedback from the schools have emerged. In the Monitoring and Evaluation conducted by the Education Program Supervisors and Public Schools District Supervisors in various Schools on the LDM implemented, it was found out that learners have a hard time answering their modules. During the Focus-Group Discussion with the school heads and teachers, several factors

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were identified by the schools to have been the cause of difficulty in answering the SLMs such as lack of guidance from working parents, too many activities in the Self-Learning Modules, learners' lack of focus and concentration, too difficult tasks and complicated concepts in the SLMs among others.

These reasons that emerged during the FGD with the school heads are supported with data in the study conducted by Dangle and Sumaoang (2020), on the common experiences of teachers in modular distance learning were difficulty in understanding and answering the modules of their children, they do not have enough time for their kids, modules do not have clear instructions and explanations, the modules have a lot of exercises and the lack of motivation and focus of the learners.

To address the issues and concerns of the schools and to ensure the full implementation of the articulated Basic Education Curriculum, pre-school, elementary, secondary, and Alternative Learning System (ALS) towards the improvement in the quality of learning outcomes, and to gather valuable feedback from parents the Curriculum Implementation Division has come up with a plan dig deeper into the root causes of the identified problems and to find workable solutions to mitigate the problems by conducting qualitative research on parents' narratives as learning facilitators under the Modular Distance Learning.

Research Question

This research paper aimed at understanding the current situations and context of parents in the midst of the pandemic being the home learning facilitators of the DepEd Kabankalan City in the implementation of the Modular Distance Learning Modality. Specifically, this research study sought to answer the question, "What are the parents' narratives as learning facilitators in the new normal?"

Literature Review

Distance Education

Distance education has had a remarkable effect on the landscape since its advent in the 19th century as a correspondence study (Saykili, 2018). According to Saykili (2018) it has taken various shapes and utilized a wide variety of technologies ranging from postal technologies in 19th century to virtual reality today. According to Keegan in 1980 (As cited in Saykili, 2018), the main elements of distance education are: (1)

The separation of teacher and learner which distinguishes it from face-to-face (F2F) lecturing; (2) The influence of an educational organization which distinguishes it from private study; (3) The use of technical media, usually print, to unite teacher and learner and carry the educational content of the course; (3) The provision of two-way communications so that the student may benefit form or even initiate dialogue; (4) The possibility of occasional meetings for both didactic and socialization purposes; and (6) The participation of an industrialized form of education.

As pointed out by Saykili (2018) Keegan's definitions have various strengths, one of which is that it focuses on what distinguishes distance education from traditional F2F education. According to Saykili (2018), the separation of the teacher and the learner is a key concept in Keegan's definition. Another definition of Distance Education is taken from Holmberg in 1989 who states that "Distance education is a concept that covers the learning-teaching activities in the cognitive and/or psycho-moto and affective domains of an individual learner and a supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments (Saykili, 2018).

Saykili (2018) underscored the strengths of this definition based on its inclusion of the different domains in learning such as 1) cognitive (thinking), 2) affective (emotional/feeling), and 3) psychomotor (physical/ kinesthetic).

As cited in Saykili (2018), Gunawardena and McIsaac (2004) provided a broader definition of distance education which combine key concepts in three definitions of Rumble (1986), Holmberg (1986), and Keegan (1980) which states, "Distance education is defined the distance learner as one who is physically separated from the teacher (Rumble, 1986) has a planned and guided learning experience (Holmberg, 1986), and participants in a two-way structured form of distance education which is distinct from the traditional form of classroom instruction (Keegan, 1988).

In light of the arguments presented, Saykili (2018) introduced a new definition based on the earlier definitions and developments in social and virtual technologies. He defined distance education as form of education which brings together the physically-distant learners and the facilitators of the learning activity around planned and structured learning experiences via various two or multi-way mediated media channels

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that allow interactions between and among learners, facilitators as well as between learners and educational resources.

Quinones (2020) as cited in Dangle and Sumaoang (2020) define distance learning as a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

Modular Distance Learning

Modular distance learning involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials (Llego, 2020). Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone and CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline E-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as para-teachers .

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

Under the DepEd's printed modular learning system, students will be provide with self-learning materials (Magsambol, 2020). Teachers would be giving students SLMs per quarter which means students would be receiving 4 sets of SLMs for one whole academic year (Magsambol, 2020). These SLMs would be distributed to parents before the opening of

classes, while those students whose parents are not available would get their modules in designated pick up points. Aside from the SLMs, work plans would also be distributed to students that would indicate the schedule of the lessons and activities that students would have to do every week.

The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask for assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d. as cited in Dangle & Sumaoang, 2020). Printed Modules will be delivered to students, parents or guardians by the teachers or through the Local Government Officials.

According to Dangle and Sumaong (2020), the use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered (Nardo, 2017 as cited in Dangle & Sumaong, 2020). Other advantages of modular instruction include more choice and self-pacing for students; more variety and flexibility for teachers and staff; and increased adaptability of instructional materials.

Learning Facilitators

Parents play an influential role in the academic and social success of their children, yet, there is an inverse relationship in parents' involvement as students move through middle school and high school (Deslandes & Berrand as cited in Ferrara, 2016). It is the time when students, teachers, and parents need to collaborate more. According to Ferrara (2016) lack of communication between the classroom and the home setting caused the disconnect from families.

Murray et al. (2014) said that parent involvement represents parents' commitment of resources and time to the academic sphere of their children's lives. Epstein (as cited in Murray et al, 2014) identified six forms of parents involvement: (a) establishing home environments that support learning, (b) facilitating effective communication between school and home, (c) helping the school and supporting students, (d) learning at home, (e) participating in school decision-

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making processes, and (f) working with other stakeholders such as students, school, staff, and community to strengthen the school. Scholars described home-based parent involvement as practices that are related to children's education that take place outside of the school, usually within the home (Murray et al, 2014). Eccles and Harold defined these practices as those directly related to school-work such as assisting with homework, responding to children's choices, and talking about academic issues (Murray, 2014). Grolnick and Slowiaczek posited that researches have also proposed that parents' positive attitudes about education and their communication of expectations concerning academic achievement to their children represent additional component of parent involvement (Murray et al., 2014).

As learning facilitators, it is the parents' role to guide their children in accomplishing the tasks indicated in the Weekly Home Learning Plan and to ensure that they work on it to meet the time frame of completing set by the teacher (The DepEd Parent's Handbook, 2020). The handbook stipulates that it is challenging for parents to be learning facilitators at first but it is encouraged that they should be honest especially on weaknesses that they may find about their children's academic behavior. Thus, the success if the learners' academic performance will depend upon the honest observation of the parents during the period.

The roles and responsibilities of parents and guardians in helping their children to become successful in the Modular Distance Learning: (1) Provide - provide children with enough time for learning support and guidance. (2) Advice – advise children to establish routines and procedures as a way of managing their own time. (3) Remind – check their children's learning tasks and remind them about the time frame set by the teacher. (4) Engage – engage with children by guiding them in their work be familiar with the contents of the SLMs or online learning activities that teachers have created for your children so that they can assist them if needed. Involved themselves in the children's undertaking. (5) Nurture – nurturing starts with an open mind and heart. Be mindful of the feeling of the children. They way how the children learn depends on they are treated. Teach children with a heart. (6) Trust – believe that the children can be independent learners and say this to them verbally. Remember that children live up to the expectations that the adults have for them. (7) Support – support the children by investing time and effort in conversing with them to know their strengths and weakness, tracking progress based on the results of their tests in the SLMs, and communicating with their teachers and advisers.

The Department of Education through the Bureau of Learning Delivery Teaching and Learning Division (BLD-TLD) suggests some tips on positive parenting and discipline while facilitating their children's learning at home from Save the Children Foundation: (1) Create a positive environment. To do this, the parents must give the child extra love, warmth, and attention. Home Learning Facilitators (HLF) must also create a simple daily routine that includes learning, exercise, and play. Then, HLF must practice self-care. Take time off social media, engage in hobbies like gardening, play sports and exercise, talk to loved ones and friends, do your makeup, skincare routine, and tend to your nails, and do mindfulness exercises like yoga and meditation. Secondly is to build positive interactions. To do this, it is important to praise children and focus on the positive. Be as specific as possible with the praise and actively listen to the children especially when they are emotional. Thirdly, (3) Manage anger. Comfort the child and speak to them calmly when they are upset or highly stressed. Stay calm and take these three steps: (a) Count 1 to 10 before you say or do something, (b) Breathe deeply and repeat a calming phrase to yourself like "take it easy" or "relax lang", and (c) Wait until you have calmed down before you say anything. Lastly, (4) Apologize if the HLF think they have treated the child unfairly. They may also reach out to the teachers for assistance in managing their learning and behavior. The Department of Social Welfare and Development (DSWD) can also provide advice and assistance.

Methodology

This research study used the Qualitative Research Design using the Phenomenological Method of Inquiry. The phenomenological method seeks to understand the common experiences of parents in Modular Distance Learning. According to Shin (2011), a phenomenological method provides an opportunity for systematic reflection on the learning experiences which can provide the investigator with insight, to "understand the phenomena of education by maintaining a view of pedagogy as an expression of the whole, and a view of the experiential situation as the topos (a common theme) of real pedagogic acting.

In this research study, the parents who are directly involved in Modular Distance Learning as Home Learning Facilitators were interviewed and gathered their narratives for data analysis. Through the phenomenological method, the researchers evaluated some common experiences of parents and categorized them as major and sub-themes that would serve as the

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basis for the creation of insights and learnings from the study.

Participants

The participants of this study were eighty-three (83) parents from the 18 barangays, in the City Kabankalan of Kabankalan who were randomly selected using the following criteria: (1) Has students enrolled in K to 12 in SDO Kabankalan City; (2) Willing to be interviewed, and (3) Acts as Home Learning Facilitator. These participants have children who were currently enrolled in the different public schools in the Schools Division Office of Kabankalan City for School Year 2020-2021.

Instruments of the Study

The research study used the Researcher Interview Form (RIF) containing the open-ended question: "What are your experiences as Home Learning Facilitator in Modular Distance Learning.?"

Procedures

The researchers prepared the letter approved by the superintendent to conduct the interview with the selected barangays in the City of Kabankalan. Upon the approval of the letter, the researchers approached and sought the approval of the school principals to conduct the research. The parents were selected based on the criteria set by the researchers.

The data were collected through a simple Individual Interview Form (IIF) and one-on-one interviews with the parents. The interview was recorded and transcribed. The transcriptions were confirmed by the participants to check their validity. These responses were coded and arranged into themes. Applying Creswell's three C's, the data were analyzed.

Step 1. Initial Coding

An initial code can be a word, a phrase, or the respondents' own words. It is the part where the researchers will begin coding the data. The task continues while another code will be entered. Upon completion of the initial coding, the same process will be adopted.

Step 2. Revisiting Initial Coding

In step two, it is expected that the researchers have already developed a large number of codes. Some of them will be redundant, and they will need to collapse them and rename the codes (Snyder, n.d.). the

responses will be coded every sentence or paragraph depending on the substance of the response. The purpose of this part is to remove redundancies, renaming synonyms, or clarifying terms (Snyder, n.d.)

Step 3. Developing an Initial List of Categories

This is the part where the researchers have already modified the codes and it is time to organize them into categories. Other codes become major topics while others can be grouped under a major topic and become subsets of that topic.

Step 4. Modifying Initial List Based on Additional Rereading

At this point, the researchers will continue the iterative process. They may decide that some of their categories are less important than others, or they may see that two categories can be combined. The goal here is the three C's analysis is to move from coding initial data through identification of categories to the recognition of important concepts or themes.

Step 5. Revisiting Your Categories and Subcategories

At this point, the researchers will revisit the list of categories and see whether they can remove redundancies and identify critical elements. This is the part where the researchers will exercise their judgment about what is important and what is not.

Step 6. Moving from Categories to Concepts

This is the final step in the process when the researches have to modify key concepts that reflect the meaning they attach to the data they collect. While there are no definitive rules for the number of concepts the researchers might identify, but fewer well-developed and supported concepts make for a much richer analysis than many loosely framed ideas (Snyder, n.d). In this research five (5) to seven (7) maximum of concepts will be adopted.

Ethical Considerations

This study was beneficial to provide the teachers as learning facilitators the voice out and share their stories to describe their experiences in the Modular Distance Learning (MDL). These stories have directly impacted our beings due their visceral realism in our lives (Akinsanya & Bach, 2014). According to Creswell (2013), the importance of the benefits of this study is outweighing the risks. Ethical safeguards were

employed to ensure that both the anticipated and unanticipated risks would appropriately addressed.

Consent

The research team sought the approval of the Schools Division Superintendent and School Heads to conduct the face-to-face interview with the teachers. In addition, the school heads helped the researchers identify the participants of the study who were informed through Messenger and signed the informed consent. (See Appendix A). If the teachers are willing to participate they can sign the digital or hardcopy of the informed consent. This consideration put into place the unwillingness of teachers to serve as participants of the study.

Confidentiality and Anonymity

In order to maintain the anonymity of the schools and respondents, pseudonyms were used. Potential participants were also be assured of the confidentiality of this research project through the consent forms. There were no distinguishing information that would link the participants to the pseudonym or study.

Data Security

All printed and digital copies of the signed consent, formal responses, interview transcripts, and recordings were stored in a folder and on a password-protected computer. Printed copies of the interviews would be shredded while digital files would be destroyed five (5) years after the publication.

Results

This chapter shows the results of the interview conducted with the parents as home learning facilitators in Modular Distance Learning were analyzed using the phenomenological approach to inquiry. The major themes derived from the narratives were: (1) Difficulty in Answering the Modules (2) Managing Child's Behavior, (3) Time Management and Responsibilities, (4) Strategy and Intervention, and (5) Self-Realization and Reflections.

Theme 1: Difficulty in Answering the Modules

Several difficulties were encountered by the participants in answering the Self-Learning Modules. The following were the sub-themes: (1) need to research for the answers, (2) need an explanation from teachers, (3) lengthy passages/paragraphs (4) difficult

questions and vocabulary words, (5) presence of non-readers, and (6) difficult activities.

Sub-Theme 1: Need to Research for the Answers

It was revealed during the interview that there were activities in the module that cannot be answered by the learners independently. These activities require the use of the internet and other sources to find answers to the questions. This finding was also supported by Dangle and Sumaoang (2020) wherein most learners are having difficulty in the Modular Distance Learning. These are some of the accounts shared by the parents during the interview.

HLF24 "Kabudlay labi na sa Aral Pan na subject tungod ayawan ka research." (It's so hard especially in Araling Panlipunan because I have to do research.) *HLF73 "Nabudlayan gid ako sa modular nga pamaagi. Ang Science kag math ang pinakabudlay kay wala kami pang load pang-internet para mag-research."* (Modular Learning is really difficult for me. The most difficult are Science and Math because we do not have load use the internet for research)

In the study of Dangle and Sumoang (2020), the subjects which the students find difficult were Mathematics, followed by History, Entrepreneurship, and Applied Economics. These subjects do not only require critical thinking but also facts which they can only get from the internet. For developers of modular learning curriculum, it is crucial to reinforce the focus on the unique needs of the learner, their learning style, and the pace of learning which is most often self-initiated (Tate, et al, 2020).

Sub-Theme 2: Need Explanation from Teachers

Another difficulty the parents encountered during the implementation of the MDL was on the difficult concepts in the module. In the study of Dangle and Sumaoang (2020), most of the students cannot answer all their modules independently because they need badly the assistance of others. In this situation, parents mention about their lack of education as one of the main reasons they need a teacher to assist their child/ children. According to HLF1 and HLF30:

"Kabudlay gid man kay module mung, ako yaw ala ako tinapusan ti ang akon lang da ya Ma'am ang masabat ko lang na sa Ma'am, bata ko guid ang gatudlo sa akon apo." (The module is so difficult, Ma'am. I didn't finish school so I just rely on whatever I can answer. My child is the one teaching my grandchild.)

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"May part sa module nga may budlay answeran nga kinanglan sang explanation sang teacher." (There are parts in the module which are difficult to answer because they need teachers to explain them).

This means that lack of educational background adversely affects the parents' ability to help their children answer the module. That is the reason parents have difficulty understanding and answering the modules of their child/children (Dangle & Sumaoang, 2020).

Sub-Theme 3: Lengthy Passages and Paragraphs

Another problem mentioned by the parents is the lengthy reading passages and texts affect the quality of the module's child-friendliness. This issue on the textual part of the module affects the learners' interest in completing. According to Tate, et al (2020) it must be recognized that an increasing number of students are digital natives who are accustomed to computer-based training. Thus, reading and answering lengthy sentences and paragraphs seem to be an ordeal for them. As recounted by HLF 39 and HLF 42, respectively:

"Lawig balasahon." (Length texts/passages).
"Damo kag malawig." (There are a lot and too long).

This issue has made the modules threatening and intimidating for students since the contents of the module are not ideal for learners to do self-learning. Thus, Malik (2012) said that care should be taken not to have strict time limits for completion of packages by learners. Packages should be designed as self-paced learning experiences.

Sub-Theme 4: Difficult Questions and Vocabulary Words

The use of high-falutin words and complicated questions is also noticed by the parents in the MDL. Although Malik (2020) found out in his study that modular teaching approach has a better impact on students' comprehension of the text as compared to the traditional approach, this only happens when the language used in the modules are just within the level of the learners. As shared by HLF47, HLF9 and HLF3 respectively:

"Kadalum sang iban nga question." (The questions are too difficult).
"Ang pinakabudlay gid da ang pag-answer sang module, indi kami kaincheinde kon kisa. (The most difficult part is answering the module because we

cannot understand it sometimes.)
"Sa akon Ma'am part nabudlayan man eh kay kis-a hindi mainchiendihan kis-a kay dalum nga English. (I really find it hard in my part, Ma'm because sometimes I can't understand difficult English.)

This issue on parents' difficulty in understanding the questions and some difficult vocabulary words adversely impacts the quality of the MDL considering the parents role as the Home Learning Facilitators. In this context, it is no longer enough to ask whether distance education is effective, we need to understand why, we need to know how to make it more effective, we need to contribute most to effectiveness, and in what contexts the factors to operate (Cavanaugh et al., 2004).

Sub-Theme 5: Presence of Non-Readers

Another perennial issue affecting the successful implementation of the MDL is the presence of non-readers. Reading is an essential school for all learners for them to be able to achieve academic success. A failure in reading may result to a lifetime disengagement of learners to the world of words (Esparar, 2010). This problem was shared by HLF 52:

"Ang nabudlayan ko lang ang Music, ang nabudlayan ko lang sa module kay kon kis-a isa sako kami, indi gid siya kabalo kay kinanglan ara gid ang iloy nga magbasa kay ang bata indi pa gid kabalo magbasa." (What I find hard to answer is in Music. I find the module hard sometimes especially that my child doesn't really know how to answer. As a mother, I have to be there. My child doesn't know how to read yet.)

This gloomy scenario affects the child's performance in the MDL. According to Sampson (as cited in Esparar, 2010) it is through reading that the child is able to gain insights from the printed symbols. If the child cannot read or does not know how to read, his entire learning is at stake, since MDL is a self-directed approach to learning.

Sub-Theme 6: Difficult Activities

It can be noted that during the interview of parents, they have mentioned complicated and challenging activities to be one of the hindering factors why their kids cannot complete the modules. According to HLF53, HLF56 and HLF58:

"*Sa Math sang Grade I, maghatag sila sang example, e-drowing mo ang napulo nga bagay ti amo nab ala*

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sir ang bata madrowing pa ti ang mga bata nabudlayan kon kaisa ginakapoy na sa dowing tapos kon kaisa manumdum ka pa sang mga object. (In Math Grade 1, when they give an example, you have to draw 10 things. So the child has to draw and they find it hard and exhausting. Sometimes, you have to think for objects to draw.) This means that the module contains activities which are not suitable for the learners. "*Kabudlay sang lesson sa module.*" (The lessons in the module are difficult.)

"*Sa masami nagareklamo sila nga kabudlay sang leksyon.*"

(Usually, they complain about the difficult lessons in Math.)

This implies that the module contains activities which are not suitable for the level of learners. If by principle, MDL approach is self-paced and self-directed, the presence of difficult activities defeats the purpose of MDL as one of the Distance Learning modalities. The proposed solutions of parents to the identified challenges in Modular Distance Learning are reduce/lessen activities in the modules, take out the unnecessary exercises, simplify the modules, implement blended learning, consistent instructions in the modules, limit group activities, give each student ample time to complete all the modules (Dangle & Sumaoang, 2020).

Theme 2: Managing the child's behavior

Modular Distance Learning requires patience on the part of the learning facilitator. During the interview with the parent participants, they have found it hard to deal with their children in answering the modules. There are four sub-themes in this theme, these are (1) learners' lack of concentration, (2) Learners' Adverse Behavior, and (3) Learners' Preference.

Sub-Theme 1: Learners' Lack of Concentration

Learners' concentration is usually short. This is the problem with MDL since this type of learning requires learners to be attentive and dedicated with their studies. This phenomenon brought changes in the learners' ability to concentrate. For instance, HLF20 recounted:

"*Damo balibad, tapos ga depende na lang sa cellphone, ti wala sang nabal-an.*" (a lot of excuses, then they depend too much on the phone, so they don't learn anything.)

Some students cannot pull off a full concentration on the answering of modules because of lack of interest. According to HLF53:

"*Kun kaisa, gasiling ang bata, natuyo na ko na. Kun kaisa may bata gid ya nga ginatamad kay gusto nya maghampang.*" (Sometimes, my child would say, I'm sleepy now. Sometimes my child is lazy and he just wants to play.)

This lack of concentration and interest among our learners have caused them to either shun or show negative behavior towards SLMs. This defeats the purpose of SLMs as self-direction learning materials. According to Dangle and Sumaoang (2020) the use of modules should encourage independent study and that the benefit of using modules for instruction is the acquisition of the better self-study or learning skills among students.

Sub-Theme 2: Learners' Adverse Behavior

Younger learners are most who are affected by the MDL. Many of the parents mentioned that their kids are having tantrums during the MDL. According to Cavanaugh et al. (2004) younger students will need more supervision, fewer and simpler instructions, and more extensive reinforcement system than older students. However, parents have a hard time compelling their children to perform the tasks contained in the SLMs. For example, HLF5 and HLF9 recounted:

"*Budlay Ma'am kay may times nga hindi sila ka ichiende kag kung patubangon mo sila wala sila gapamati tapos kung hindi mo man bala mainchiendihan, i-search mo pa kis-a matak-an sila. Mainaway lang kamo.*" (It's difficult Ma'am because there were times when they could not understand and if you face them, they didn't listen. Then, if you cannot understand and you will research it, they already lost their interest.)

"*Mabudlay gid Ma'am kay matudlo ka sa bata Ma'am gahibi na sa. Tapos, kadamo sang sulaton, gareklamo na sa sang iya kamot nga gasakit. Dasun halimbawa, pasulaton mon a siya sang modyul nga ngalan, gahibi na sa. Tapos magsulat naman sa sang modyul nga ngalan, gahibi man sa. Ti ang Lolo man gaapin. Ti, halimbawa, masiling ko sulata na na Joy. Ti siling y ana, "Karon lang Mama, makaon pa ko. Damo bala Ma'am alibi." Dason mahambal na mana ang Lolo "Indi nana pagpilita kay ang bata indi mon a mapilit kon imo sa pagpatup-an sang kamot mo.*" (It's difficult because when I start teaching my child would cry. In then, there are so many things to write. She's complaining about her aching hands. Sometimes, when you ask her to write her name in the module, she

would cry. Sometimes, she would cry while writing the module. The grandfather was protecting her. For example, I would say, "You write now, Joy. Then she would say, later Mama, I will eat first. She has a lot of excuses. Then the grandfather would say, do not force her. You can't force the kids. Don't hurt her.)

These difficulties the parents encountered in dealing with their kids' behaviors negatively impact the implementation of the MDL. For one, it will cause psychological effect on the child's interest towards learning. For another, it will also make them lose their interest towards school, in the process. That is why, in an effective Distance Learning program for young learners, Cavanaugh et al. (2004) mentioned that frequent teacher contact with students and parents, lessons divided into short segments, mastery sequences to students' progress can grow in stages, and rewards for learning such as multimedia praise and printable stickers for certifies.

Sub-Theme 3: Learner's Preference and Learning Needs

Learning preference and learning needs is difficult for parents to manage especially that they are not trained to teach their children. Especially in the case of learners with special needs, HLF mentioned in the interview the difficulty that was encountered during the implementation of the MDL:

"Ang Grade 1 ko sir budlay gid kay sa SPED na sya daan kay kon indi siya ya magsulat indi gid sya ya mo, indi mo gid siya ya mapilit. Galing kay kun gusto nya magsulat gusto nya tapuson gid dayon indi ya siling nga amat-amat." (My child is in Grade 1, Sir. It's hard because he is in SPED. If he doesn't want to write, you really can't force him. However, sometimes if he wants to write, he wants to finish everything all at once.)

Since by nature, children are playful, answering the modules becomes their second priority. According to HLF55:
Ang akon bata wala siya sir gapamati sang akon ginatudlo kay gusto pa niya maghampang, ilabi na gid sir kay kasabad-sabad gid ya sang iya duwa ka mga manghod kag naga-entra man sa amon ginahimo nga mga activity." (My child doesn't lisyen when I teach him because he just wants to play. Especially, he's distracted with his two younger siblings because they also join us the activities we are doing.)

Learning preferences also play a vital role in the child's learning in MDL. In the case of HLF57, her children prefer to study in the evening instead of doing

it in the morning. Thus, according to her:
"Ang akon kabataan mas gusto nila mag-obra sang ila module sa gusto lang nila nga oras kag ginapasulabi nila nga magsabat sang module sa gab-i." (My children want to do their modules anytime they want. Sometimes, they would prefer to answer their modules in the evening.) There are also some learners who prefer working in groups. For example, HLF 60 said that *"Sa pagtudlo sang module kapin pa sa P.E. magtudlo ka sa iya damo bala rason, kabudlay bala sa iya karikot gid ya sa iya lain bala nga damo sila nga classmates ya maghimo.* (In teaching my child especially in PE, he has a lot of excuses. It is so hard to deal with him. It's different when there are many working on the activity. Since some lessons require collaboration, learning alone is not effective. That is why, it is seen in the learner's behavior. Like what HLF 72 experienced *"Kag ang akon bata indi mapilit nga mag-answer sang module wala sila gana magbukad sang ila module kag lip-ot lang ila pasensya."* (And my child cannot be forced to answer the module if he doesn't want to. He is very impatient.)

Theme 3: Time Management and Responsibilities

Most of the parent participants are busy with their work so balancing their time with the daily routine and teaching their kids has been a struggle for most of them. Some of the common problems they have in line with time management are as follows: (1) Balancing Time as Home Learning Facilitators and Work (2) The Plight of Having 2 or More Child to Assist. The following transcriptions of the personal accounts of parent participants during the interview:

Sub-Theme 1: Balancing Time as Home Learning Facilitator and Work

Taking MDL lightly will not help the learners progress in their education. However, due to the unique circumstance parents are in, they find it hard to juggle their time both to teach and to earn a living. Dangle and Sumaoang (2020) mentioned in their study that parents do not have enough time to guide their kids due to work and other responsibilities. This is similar to what HLF13 and HLF11 had experienced. According to them:

"Sa modular mabudlayan gid ko kay luwas na indi ko matutukan tudlo tungod galibod ko utan bilog na adlaw indi ko kainchiende sang iban nila nga leksyon. (I really find Modular Learning difficult because I can't fully guide my child because I have to sell

vegetables around the neighborhood every day. Also, I can't understand some of their lessons.)

"Kag indi ko gid matagaan sang full nga attention ang akon bata tungod nga gaobra man ako para sa ila nga kinahanglanon." (I can't give my child the full attention because I also have to work to provide for his needs.) Even full-time homemakers share the same struggle. As what HLF 23 said that *"Indi ko mahatag ang tanan nga oras tungod madamo man ako sang ulobrahon sa sulod sang akon panimalay.* (I can't give them my full time because I am very busy with the household chores.)

Working and facilitating are two different things. Time is also of the essence because parents are usually available in the evening, thus guiding usually happens at night. However, because children usually play at daytime, their energies and enthusiasm usually wane at night. This is one of the reasons why, they are no longer that interested in doing their homework.

Sub-Theme 2: The Plight of Having 2 or More Child to Assist

Most parents complain that they have more than one kid to assist, the MDL has been a challenge for them considering their current situation. If one family has 2 to 3 children, and each of the child will receive a minimum of 8 modules per week, that is multiplied to 3, it will give them a total of 24 modules per week. This is one dilemma that HLF7 and HLF57 experienced. According to her recount:

"Ma'am ti, duwa ang hayskul, duwa man ang elementary. Ti, may modyul pa ang duwa nga elementary, ang high school pa gid. Kabudlay gid yaya Ma'am, eh." (So, Ma'am, I have two high school, and two elementary children. So, my kids in the elementary have modules, and so my two children in high school. It's really hard to be their caretaker.) This situation is so difficult to reconcile considering that most Filipinos have more than 3 children.
HLF 57 *"Sir ang akon bata ara sa grade 9, grade 10 kag grade 11. Ang akon kabudlayan kay indi ko kahangop sang lesson sa Math."* (Sir, my kids are in Grade 9, 10 and 11. My difficulty is on understanding the lesson in Math.) Parents who are busy at work are greatly affected by it.

However, despite this difficulty that parents encountered, they still continue to find ways to guide their children. As what HLF58 mentioned:

"May ara kumpleto sa oras sa pagtudlo sang mga

bata kay may yari man akon nga trabaho ti amo na eh diutay lang ang tinion nga makatudlo ako sa ila." (There are times when I can teach them full time. However, because of work, I usually do not have enough time to teach them.)

Theme 4: Strategies and Interventions

Despite the difficulties the parent participants have encountered in answering the SLMs, understanding the modules, dealing with their children's behavior and balancing their time, they were able to adopt certain strategies and interventions in their individual contexts to alleviate the situations. Among the strategies and interventions that they have employed are: (1) Older siblings teach their younger siblings and cousins, (2) use internet in answering the modules, (3) Guide children in answering their modules, (4) Constant encouragement of children (5) Giving of incentives, (6) Being patient, (7) Explain difficult concepts, and (8) Schedule the children's lessons and study time.

Sub-Theme 1: Older Siblings Teach Younger Siblings or Cousins

One of the *bayanihan* spirit that emerged during the implementation of the MDL, helping one another. The SLMs are not so user-friendly, especially that they contain complicated concepts, parents usually complain and question their capability of guiding their children. However, in the midst of this predicament, the spirit of bayanihan emerges. As what HLF1 and HLF2 recounted:

"Akon bata nga high school si Mars, siya gatudlo sa iya hinablos kay ang tatay niya wala ineskwelahan. Ti ako wala man tinapusan." (My high school son is helping his cousin because his father didn't finish school.) Most parents who do not have the capacity to serve as Home Learning Facilitators seek help from their older kids to assist the younger ones.
"Ako Ma'am sa tuod-tuod indi ko Ma'am kabalo English pero may magulang siya gatudlo sa iya manghod, ti gatinguha man ang bata, eh. Nagapamangkot man lang kami sa makahibalo, sa mga tupad bay namon balay" (Honestly Ma'am, I don't know how to speak in English so the older sidblings are teaching the younger ones. So, the kids also study hard. We just ask from those who know, sometimes, our neighbors.)

It is inspiring to note that older siblings, cousins and sometimes neighbors are helping one another to find ways and means to complete the SLMs. Interestingly,

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in the study of Dangle and Sumaoang (2020) siblings are at the top of the list helping the learners answering their modules followed by friends and classmates. This noble action done by parents creates a system of support for the learners. As learners struggle with their modules, a strong support system is what they need in order for them to brace through the challenges of the distance learning modality. This support system can be composed of parents, older siblings, cousins, friends and classmates – above all, their teachers.

Sub-Theme 2: Use of Internet and Other Resources in Answering Modules

Despite the scarcity of internet connectivity at home, parents were able to maximize the use of internet as a means to help their children answer the Self-learning Modules. According to HLF19:

"Pero okay naman dahil natutukan ko nang Mabuti. Kung hindi nya alam ay napapintindi ko sa kanya nang maayos. Kinukuha namin ang explanation sa libro ng DepEd. Andiyan naman ang explanation sa libro." (But it's okay because I can really concentrate on them well. If he doesn't know, I can explain it to him well. We get the explanation in the DepEd books. The explanations are in the books.) Using available reading materials such as textbook is a good way to supplement the modules of the learners.

Some learners with parents who can afford to have internet at home are privileged because they can explore the internet while answering their modules. In addition, they can also contact their teachers via social media to ask questions regarding their lessons.

Sub-Theme 3: Guide Children in Answering the Modules

Engaging with children by guiding them in their work and being familiar with the contents of the SLMs are important for parents to assist their children in answering their modules (Parents' Handbook, 2020). Despite parents' busy schedule, finding time for their kid's education has been their priority. According to HLF4 and HLF10:

"Siling ko ga, if you don't know the answer, just search the Google. I do not rely sa answer key ga kay syempre I'm about to become a teacher. Ti nang id-id gid ko sa ila." (I said, dear, if you don't know the answer, just search it on Google. Do not rely on the answer key dear. Of course, I am about to become a teacher.)

"Kumo grade 2 pa ang anak ko daw indi siya mayo kabalo magbasa. Pero ako nga Nanay, ga guide gid ko sa iya."

Guidance is one of the major roles of parents in the MDL. As stated in the Parents' Handbook, checking their children's learning tasks and reminding them about the time frame set by the teacher is one way to ensure that the learners are in the right track.

Sub-Theme 4: Constant Encouragement of Children

Nurturing starts with an open mind and heart (Parents' Handbook, 2020). According to the Parents' Handbook for the New Normal in Basic Education (2020) it is important to be mindful of the children's feelings and that the way children learn depends on how the parents treat them. The following narratives highlighted these reminders:

According to HLF10, HLF63 and HLF7:
"Siling ko kinanglan tani ubrahon kay biskan sa balay lang ta 'nak kinanglan ta mag-obra kay kon indi mo ni pag-obrahon indi ka kapasar." (I said, it is really important that you should work on it even just here at home. Son, you really need to work on it otherwise you will not pass your subjects.)
"Ginahambalan ko man sa magtuon sa." (I tell him to study)
"Ang grade 4 ko ya nga bata sir, nabudlayan gid sa Math, ti kun kaisa wala siya gaobra sang iya modyul, wala man namon ginapilit kay ka-ichiende man ko nga nabudlayan siya ti ginalaygayan nalang namon e." (My grade 4 child is having difficulty with Math. Sometimes, he doesn't work on his module. We don't force him to do it because we understand the situation, so we just advise him, instead.)

Furthermore, the Parents' Handbook (2020) states that encouragement includes parents' constant advice to their children to have adequate breaktime for rest and relaxation. During breaktime, they may listen to music, play guitar, watch their favorite cartoon shows or TV programs, draw, sketch or do coloring activities (Parents' Handbook, 2020). These activities would lesson if not eliminate the stress and pressure in accomplishing the modules.

Sub-Theme 5: Giving of Incentives

Building positive interactions is among the tips on parenting and discipline while facilitating the children's learning at home (Parents' Handbook, 2020). Some parents also apply behaviorist philosophy of education wherein kids are given rewards for every

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accomplishment they have. Some parents would give both intrinsic and extrinsic motivation to their children to encourage them to finish the modules. For instance, HLF10 said that:

"Kay mahambal na siya nga, kon makasabat siya insakto ginahambalan ko sya ensakto ginahambalan ko siya "Very good." May premyo ka sa akon kay para daw maano man siya bala Ma'am haw, daw maengganyo siya nga magtuon. Ginahambalan ko siya kon kabalo ka magbasa gani may premyo ka sa akon. Ti, ang bata ko dawg a kwan man bala nga ay hoo Ma module ko para kon makabalo ko may premyo ko kay Mama." (If she answered correctly, I would tell her, "Very good.". I will give you a prize, so that they would be motivated to study Ma'am. I told her that if she can read, I will give her a prize. So, my child is also trying her best to answer her modules because she will get a prize.)

According to Parents' Handbook (2020) raising children and focusing on the positive are the best ways to build positive interactions. Caveat though, parents need to be as specific as possible with their praises and listening actively to the children when they are emotional.

Sub-Theme 6: Being patient

Just like teachers, parents also tried to be patient with their kids. Managing anger comes in handy when parents know how to comfort their children and speak to them calmly when they are upset or highly stressed (Parents' Handbook, 2020). According to HLF18

"Ang laragway kag ang mga sketch nga yara sa module kon imo pagtun-an makuha mo lang gid ang iya sabat sa module nga ginapamangkot. Sa akon, diutay lang nga pasenya kag tiyaga sa pagtudlo sa imo estudyante." (If you study the pictures and sketches in the module, you will be able to find the answers of the questions. In my case, just employ more patience and perseverance in teaching the students.)
Sometimes, parents cannot help but answer their kids' modules just to beat the deadline in the retrieval of modules. According to HLF 26:
"May ara man time nga kun ang bata nga gabisyo, kailang gid sang haba nga pasenya para makatapos sang answer sa module. May time nga kami mismo nga parents ang naga-answer sang activity para makapasa on time ang bata kay wala niya natapos kay ginatamad. (There were times that if the child was having tantrums, we need to be more patient so he

could finish the module. There were times when the parents would have to answer the activities themselves so that the child could submit it on time because the child was already lazy to answer.)

However, in the context of MDL, this is not suggested by the Department of Education, some parents would resort to it, as their last recourse, but this is not always the best solution to the problem.

Sub-Theme 7: Explain Difficult Concepts

According to the Parents' Handbook, parents must coordinate with the school and ask about the communication plan that will be implemented during the school year so that the school will be able to provide the platform for communication which will be agreed upon by the parents. However, there are instances when parents are knowledgeable with the concepts that they took the initiative in explaining it to their children. According to HLF23 and HLF50:

"Kon sa pagtudlo maka-inchiende man siya kag makabalo sang answer kon imo e explain sa iya." (If you teach him, he will be able to know the answer especially if you explain it to him.)
"Tapos sir sa Math, okay man siya sir pero in confirm ko lang sir kay Ilonggo bala sir ti e-transfer ko naman sa English kay hapos maka-relate ang bata compare sa Ilonggo lalo na sir pag-abot sa ten, napulo na isa bisan ako sir na confused. Kun kis-a gaobra ako visual kag ayawan ko explain sa iya. " (Then, in Math sir, he is okay. But since it is Hiligaynon, I will have to translate it to English because he can easily relate. Unlike in Hiligaynon, especially in counting. When it reaches 10, even I, myself get confused. Sometimes I make visual aids and I have a hard time explaining it to him.)

It is evident that some parents are also capable of teaching their children at home given their expertise in some concepts, especially in the elementary grades. Thus, maintaining a strong system of support and open communication between parents and schools will result to a better and more successful implementation of the MDL.

Sub-Theme 8: Schedule Lessons and Study Time

The Parents' Handbook provides practical tips for parents and learners. One is to create a routine and a time schedule that should always be followed. Second is for parents to establish themselves as "figure of authority like that of a teacher" so that children will trust them. Given these practical tips in handling all

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types of children at home, parents will be able to create an atmosphere for learning which is not demanding but nurturing for the learners. According to some parents, they adhere to the schedule strictly for every lesson. HLF40 mentioned that:

"*Ginascedulan gid.*" (We really have to schedule it.)

In addition, modeling the behavior is vital in the success of MDL. According to the Parents' Handbook, parents must speak kind words with their children especially if they do not understand the lesson. Parents should be patient in helping their children learn the lesson.

Theme 5: Self-Realizations and Reflections

The life of the Home Learning Facilitators has been very challenging, especially that the SDO of Kabankalan City has implemented the pure Modular Delivery Learning modality (MDL). Thus, the parent participants have a lot of realizations in line with their experiences as Home Learning Facilitators. The following are the sub-themes derived from this theme (1) The advantages of face-to-face learning, (2) The importance of helping and sacrificing for children, (3) Teaching your own children is difficult, (4) The joy of teaching, (5) The need of teachers to teach difficult subjects, (6) Realizing the plight of teachers in Classroom Discipline, and (7) The importance of education in the midst of the pandemic,

Sub-Theme 1: The Advantages of Face-to-Face Learning

Unarguably, nothing can replace a good instruction – be it online, face-to-face, modular or a combination, learners always benefit from a well-designed and well-structured curriculum. In the context of MDL, learning relies on the careful consideration of parents of the practical tips on parenting and learning in the new normal. Thus, in the midst of the implementation of MDL, some parents have these realizations. According to HLF8 and HLF37:

"*Pero ti lain gid ya Ma'am sa Face-to-Face nga ang maestra maano bala, matudlo sa ila nga masabat gid ang ila kinahanglanon nga answer pero sa amon layo gid ya Ma'am.*" (Face-to-face learning is really good because the teacher can really teach and also answer questions which need to be answered. But for us, it's really difficult.)
"*Mas favor gid ko sa mag Face-to-Face ang klase tungod maintindihan masyado ang lesson tungod kon may ara nga indi maintindihan maka ask question sa*

teacher and estudyante. (I am really in favor with the Face-to-Face because the lessons can be understood because the students can ask questions to teachers.)

The preference for face-to-face learning is quite evident. Parents have seen the importance of teachers in teaching difficult concepts. In addition, the difficulty in balancing their time between work and their children's education has been considered as one major bottleneck in the implementation of the MDL.

Sub-Theme 2: The Importance of Helping and Sacrificing for Children

As stipulated in the Family Code of the Philippines, parents must provide support to their children which includes sustenance, dwelling, clothing, medical attendance, education and transportation. Thus, despite the hardships, sparents have still seen the importance of learning continuity. According to HLF16:

"*Amon nga natun-an ang pagbulig sa akon kabataan kag pagbulig sa ila nga modyul kag ang pag sakripisyo sa ila bisan kabudlay. Okay lang basta makatoon sila.*" (I learned to help my children and to help them in their modules and to sacrifice for them, even if it is difficult. It's okay as long as they can study/learn.)

This simply implies that parents have seen the impact of education towards their children's future. As citizens of the country, being resilient and adaptable to change must be managed well in order for them to survive during this pandemic.

Sub-Theme 3: Teaching Your Own Children Is Difficult

Parents now realize that teaching your own kids require a great deal of patience and dedication. Indeed, teaching and learning begin at home, and parents as the first teachers of their children also need to learn the rudiments of teaching-learning process. As stated by HLF49:

"*Based sa akon na-eksperyenshahan mas budlayan ko sir magtudlo sang akon bata pero kon iban nga bata kaya ko mabuligan sa iya nga lesson kay nakaagi ko experience nga nakateach.* (Based on my experience, it is difficult to teach your own child. If it is someone's child, I can help him with his lesson because I have experienced teaching.)

This simply means that parents need to have an open heart and mind towards the new normal. With this self-

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reflection, parents are now able to absorb the crucial role of teachers not only in the cognitive aspect of their child's development but also in their emotional development as well.

Sub-Theme 4: The Joy of Teaching

Teaching is one of the noblest if not the noblest profession in the world. Great thinkers, engineers, doctors, and lawyers among others had been the product of a good teacher. The attributes of the learners are greatly influenced by their teachers. thus, the joy of teaching is immeasurable. This feeling of fulfillment and satisfaction is now shared with the parents, since they now act as Home Learning Facilitators in the MDL. According to HLF52 and HLF53:

"Kasadya labi na sa Math labi kon mag-isip-isip kami nga duwa sa basic operation mag-plus to ga-enjoy kami nga duwa." (It's fun especially in Math, especially when we count in the basic operations such as addition, we really enjoy it.)
May ara man sir sa Math, kun kaisa nga nalipat na kami sang leksyon ti sa module nagatuon ta liwat." (I also have in Math, Sir. Sometimes, I forgot the lesson already, but through the module we can learn it again).

Parents who really spend time with their kids have seen the value of support to their children. The time they spent learning together also serves as bonding moment, especially that this scenario does not happen more often in the face-to-face instruction. Through MDL, parents are able to make up with their children and this is the best opportunity for them to do that.

Sub-Theme 5: The Need for Teachers in Teaching Difficult Subjects

Indeed, the role of teachers in the implementation of basic education is indispensable. Through the experiences of the parents in MDL, they have seen that the expertise teachers in teaching their kids is a must especially in handling difficult lessons and subjects. For instance, HLF14, HLF57, and HLF61 said that:

"Mas maganda kung ang guro talaga ang magtuturo kasi ma-explain nya ito nang Mabuti at mapadali lang ito sa kanila." (It is really good if the teacher is the one teaching because he can explain properly and it will be easy for them.)
"Sa akon lang sir ang lesson sa Math kinahanglan gid nga may teacher." (For me, the lessons in Math really need a teacher.) This means that a knowledgeable

guide is needed to teach the learners content area subjects.
"Nami gid ya tani may ga guide sa ila nga teacher kung paano gid ya himoon." (It's really nice if there is really a teacher who guides them what to do.)

Despite some parents' high educational background, the presence of teachers in their children's education is important because the latter have been trained for this job. Teaching requires not only patience but also expertise in the specialized subjects. Without a teacher who is capable of guiding and teaching the learners, the quality of education is definitely at stake.

Sub-Theme 6: Realizing the Plight of Teachers in Classroom Discipline

Classroom Discipline is one way of establishment a good classroom management. Since schools are considered as a miniature community and the classroom as a family, with the teachers acting as the second parents, disciplining children is one of the many functions of a teacher. However, in the conduct of the MDL, this responsibility is solely done by parents. Through this experience, parents were able to realize the difficulty in handling their own children. As what HLF60 recounted:

"Lain gid man gali kung "Nanay kana, Teacher ka pa." Amo na gali ang ugtasan sang teachers sa inyo kay sa balay palang gani indi nyo na maobra." (It's really different, when you are a mother and at the same time a teacher. That is what the teachers are frustrated about because you can't do it even at home.)

This realization might have emerged because of their kids' behavior towards completing the modules. With parents as the only significant adult who can assist their kids in accomplishing the tasks, prodding and motivating them to continue and finish the assigned tasks have been an ordeal for most parents.

Sub-Theme 7: The Importance of Education in the Midst of the Pandemic

Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020 as cited in Dangle & Sumaoang, 2020). In the Philippines, the process of adopting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders and the driving force for its success (Dangle & Sumaoang, 2020). Parents are among the stakeholders mentioned in this study. According to HLF68:

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"Implementation of Modular Distance Learning in the different learning areas is the only way of continuing the education of our children. We have no choice since other delivery of learning is not possible. I find it more convenient and effective way in this time of pandemic." MDL also opens opportunities for both parents and kids. As what HLF70 said that *"Modular learning provides an opportunity to bond with my daughter. I am in control of my time when we are going to start and end with her module. Since I am a mother of a kindergarten pupil, the activities/ lesson in modules is not really difficult for me."*

This realization of a parent is a manifestation of full support to the Schools Division Office of Kabankalan City, in its continuous quest for quality education as stipulated in its Basic Education Learning Continuity Plan (BE-LCP).

Discussion

Indeed, Modular Distance Learning has been challenging for its first year of implementation due to the many factors identified by the parents. Firstly, the difficulty of the lesson content. Understanding the principle behind modular distance learning, SLMs must be self-paced and self-directed. However, due to the immediate implementation of the MDL in all schools all over the Philippines, there is a need to review the goal of MDL. In the context of MDL, the learners must be recognized. According to Tate et al. (2014) the developers of modular learning curriculum is crucial to reinforce the focus on the unique needs of the learner, their learning style, and the pace of learner which is most often self-initiated.

Secondly, the issue on students' behavior. According to Cavanaugh et al. (2004), younger students will need more supervision, fewer and simpler instructions, and a more extensive reinforcement system than older students. However, due to the students' boredom, lack of interest in learning, distractions, short attention and concentration span, disengagement in schoolwork, as Home Learning Facilitators, parents now struggle how to motivate and encourage their children to finish the modules. Thus, the need to design and create authentic activities are inherently interesting and meaningful to the students (Cavanaugh et al., 2004).

Thirdly, the issue on time management. In study conducted by Bhamani, et al (2020) parents mentioned how they had to take care of homework more than ever, including explaining worksheets and other tasks.

This has added to the load of work of the parents, since most of them are working parents. Even mothers who are homemakers struggle in balancing their housework and facilitating learning for their kids. Considering the amount of time learners need to focus to complete the tasks in the SLMs, and the learners' attention span, the mismatch caused the non-completion of the modules. Sadly, as mentioned in the interview of one of the parents, they resorted to answering the modules themselves. Sometimes, learners tend to just copy the answers in the answer key to avoid the burden of answering the modules.

Fourthly, the issue on parents' qualifications to act as Home Learning Facilitators. According to Tate et al. (2014) in distance learning, the instructor reinforces the precepts of modular learning environment of problem-based scenarios that will teach skills which organizations are seeking from employees. However, most parents who were interviewed complained about their lack of education as the main reason for not being able to tutor or guide their children in answering modules. If parents were elementary graduate and their children are currently enrolled in Senior High School, the mismatch of facilitator-learner qualification poses a threat in the successful implementation of the MDL. Thus, there is a need to restructure and redesign the SLMs to ensure that it is self-paced and self-directed to allow learners to work on their assigned tasks independently.

Lastly, the novelty of the learning delivery modalities. understandably, everyone is taken aback by the newness of the modality as it is being massively implemented. Students vary accordingly – form learning preferences, styles, abilities and what not. Understanding the unique needs of the individual learners, MDL is a struggle for all educational stakeholders involved – teachers, parents and learners. However, it is not only the teachers, parents and learners that are adversely affected by the presence scenario, curriculum experts are also caught in a stalemate. That is, there are many things that could have been done to support the learners in the MDL. However, given the present context, almost all interventions and initiatives are not feasible. The limitations caused by COVID 19 pandemic is irreversible. Thus, online communication is the only viable means to connect with the learners at the moment. However, due to intermittent connection and expensive internet cost, most parents cannot afford to buy gadgets and subscribe on internet service providers.

Conclusion

Based on the parents' narratives and interpretations of the data, the following conclusions are deduced: (1) Modular Distance Learning was challenging in its first year of implementation due to several factors. Many concepts in the Self-Learning Modules are technical especially in high school, thus parents, who have not finished college usually struggle with the students' lessons. (2) Parents struggled to motivate and encourage their children. Differentiation in accomplishing the modules must be considered in order to meet the needs of every individual learner. Students learn and prefer learning in different ways. Knowing their learning preferences helps parents decide and guide their kids towards accomplishing the modules. In addition, mobile devices, TV, video games, and noise can adversely affect the children's concentration on their studies. These distractions can occur at any time of the day. Since the focus is important in every cognitive activity, children will not get the motivation they need to accomplish the modules. (3) Parents struggled to balance their work and facilitate learning. Most of the parents are housekeepers and they have many household chores to do, so guiding their kids in answering the modules often hampers their performance in their daily routines. Since teaching does not only focus on instruction but sometimes disciplining the child, doing household work while tutoring the kids pose a threat to the parents' time management skills. (4) Parents' creativity surfaced during the pandemic. Despite the challenging situation, the parents were in, they were able to aid their children through various innovative ideas. Constant encouragement, motivation, and even incentivizing their children's participation had helped a lot in the successful implementation of Modular Distance Learning. (5) Parents realized the importance of commitment and full cooperation. Nothing can ever replace face-to-face learning. However, during this pandemic, this is the only feasible option the school can think of to ensure continuity in the delivery of basic education. Although face-to-face learning is advocated by the Department of Education, due to health risks posed by COVID 19, schools will continue to adopt Modular Distance Learning as the major

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