

TEACHERS' AND PARENTS' CAPACITIES FOR FACILITATING MODULAR LEARNING IN THE CONTEXT OF THE NEW NORMAL

MAYONITO E. TERADO*, JESICA B. ARENGA

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Abstract

The study explored the teachers and parents' competencies towards facilitating modular learning of the pupils in all medium elementary schools of Arakan East District for the school year 2021-2022. Purposive sampling to grade 6 elementary teacher-respondents was used; while stratified sampling was used for the parents of the grade 6 pupils as the respondents of the study. The study utilized researcher-made questionnaire which undergone factorial analysis, validation, and pilot testing before it was administered. The questionnaire gained the value of 0.969 reliability test result. The study utilized descriptive-correlational research design using the mean, Pearson r and multiple linear regression as statistical tool for the analysis of the data. Based on the results, the teachers are competent in facilitating modular learning. Similarly, parents are also competent in facilitating modular learning. Moreover, the pupils had a moderate proficiency in English, Math, and Science.

Furthermore, the level of teachers' facilitating competence is significantly related with the modular learning of the pupils particularly the preparation of modules, distribution of modules, monitoring pupils' learning, retrieval of modules and giving feedback to pupils. The level of teachers' facilitating competence significantly influenced the level of modular learning of the pupils with monitoring of pupils' learning, retrieval of modules and giving of feedback as predictors.

In addition, the level of parents' facilitating competence is significantly related to modular learning of the pupils. Similarly, the level of parents' facilitating competence significantly influenced the level of modular learning of the pupils. Thus, the higher the competence of the teachers on the distribution of modules, monitoring pupils' learning and retrieval of modules; the higher is the learning of the pupils and the higher the competence of parents in facilitating learning through modular approach; the higher the learning of the pupils.

Keywords: Academic Performance, Facilitating Learning, Modular Distance Learning, Retrieval of Modules, Philippines.

1. INTRODUCTION

Face to face instruction and interaction of learners and teachers in the school has been postponed due to the threat of COVID-19 pandemic. The government addressed the challenge brought by the pandemic by implementing the Modular Distance Learning which serves as a crucial response to ensure education continuity (Dangle & Sumaoang, 2020). Hence, there is a need for parents and teachers to gain the expected competencies in facilitating modular learning.

Lebaste (2020) emphasized that the common objective of teachers and parents is to ensure the continuity of learning experience for learners. When they communicate with each other, they unite towards this common purpose to contribute their own specific competencies towards meeting objectives. There are literatures on modular learning focusing on teachers and parents. However, studies correlating teachers and parents' competencies on facilitating modular learning are not sufficient especially on the local context. Garbe, Ogurlu, Logan and Cook (2020) mentioned that the closure of schools has

significantly altered the routines of the learners, their families, and their teachers. A lot of Teachers, families, and learners are not prepared for this abrupt change since it required increased parental involvement in assisting their children in different types of distance learning.

Relatively, the researcher decided to conduct a study on the competencies of teachers and parents on facilitating modular learning for the result of the study will give ideas on the level of competencies of teachers and parents towards facilitating modular learning. Thus, the result of this study will serve as basis for intervention program to improve the implementation of modular learning.

2. STATEMENT OF THE PROBLEM

This study investigated the teachers and parents' competencies in facilitating modular learning towards pupils under new normal. Specifically, it sought to answer the following research questions:

1. What is the level of teachers' competence towards facilitating modular learning in terms of preparation of modules, distribution of modules to the pupils, monitoring pupils' learning, retrieval of modules, and giving feedback to pupils?
2. What is the level of parents' competence towards facilitating modular learning in terms of structuring learning environment, motivation strategies, time management, and learning management?
3. What is the level of modular learning of the pupils?
4. Is there a significant relationship between the teachers' facilitating competence and the modular learning of the pupils?
5. Is there a significant influence of teachers' facilitating competence on the modular learning of the pupils?
6. Is there a significant relationship between the parents' facilitating competence and the modular learning of the pupils? and
7. Is there a significant influence of parents' facilitating competence on the modular learning of the pupils?

3. THEORETICAL FRAMEWORK

The study was based on Albert Bandura's 1982 Self-efficacy Theory. He has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. Teachers and parents' tactics, goals,

tasks, and problems in promoting modular learning can all be influenced by their sense of self-efficacy. Teachers and parents with high self-efficacy, that is, those who believe they can perform well in their facilitation of modular learning, are more likely to view difficult tasks that result from it as something to master rather than something to avoid, because self-efficacy represents the personal perception of external social factors. As a result, they are the ones who effectively handle their obstacles in facilitating modular learning.

4. CONCEPTUAL FRAMEWORK

The study investigated the relationship between the level of teacher's competence and the level of parent's competence in facilitating modular learning to the level of modular learning of the pupils in Arakan East District.

The level of teachers and parents' competence in facilitating modular learning will serve as independent variable (IV) of the study. The level of teacher's competence was indicated preparation of modules, distribution of modules to the pupils, monitoring pupil's learning, and giving feedback to pupils (Castroverde & Acala, 2021). Meanwhile, the level of parents' competence will be indicated by structuring learning environment, motivation strategies, time management and learning management (Schueler, McIntyre & Gehlbach, 2017). However, the level of modular learning will serve as dependent variable (DV) of the study. This will be the Mean Percentage Score (MPS) of the grade 6 pupils in their English, Mathematics and Science subjects for the first quarter of the school year 2021-2022.

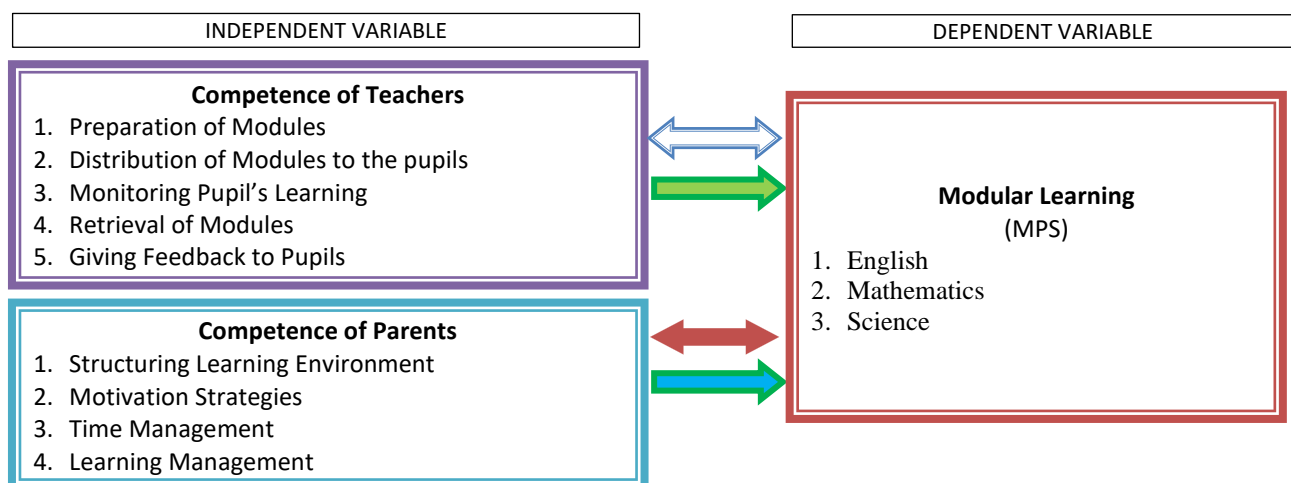


Figure 1 Schematic presentation showing the independent and dependent variables of the study

5. METHODS

Research Design

This study employed the descriptive – correlational method of the research. It is descriptive for it describes the level of teacher's competence in facilitating modular learning, which was indicated by preparation of modules, distribution of modules to the pupils, monitoring pupil's learning, retrieval of modules and giving feedback to pupils. Similarly, it is descriptive for it describes the level of parent's competence in facilitating modular learning, which was indicated by structuring learning environment, motivation strategies, time management and learning

management. Also, it described the level of modular learning of the pupils. Furthermore, it was correlational for it determined the significant relationship between the level of teachers' competence and the level of parents' competence in facilitating modular learning to the level of modular learning of the pupils in Arakan East District.

Data Gathering Methods

For the data gathering procedure, the researcher undertook the following steps: first, the researcher had the questionnaire be validated by the experts. After its approval, the researcher personally asked permission to the school heads to conduct the study through an approved

communication letter. This was signed by the Dean of the graduate School. Then, the researcher immediately administered the questionnaires to the respondents of the study following the health protocol after seeking permission and approval from the authorities. Next, the researcher retrieved the questionnaires from the identified respondents after they had filled out. Lastly, the data was collated, tabulated, and statistically treated.

Participants of The Study

The respondents of the study were the grade 6 teachers in the medium elementary schools of Arakan East District who implemented modular teaching approach amidst the pandemic on school year 2021-2022. Moreover, the parents of the grade 6 pupils under those teachers were also the respondents of the study.

Table 1 Respondents of the Study.

School	No. of Teachers	No. of Parents	Sample Size of Parents
Arakan Central Elementary School	3	107	64
Dallag Elementary School	2	57	35
Ganatan Elementary School	3	70	42
Malibatuan Elementary School	1	36	22
Total	9	270	163

Statistical Tools and Data Analysis

Mean was used to determine the teachers and the parents' competence in facilitating modular learning (Clark-Carter, 2010). Pearson correlation coefficient (Pathak, 2020) was used to determine the relationship of the study; while multiple linear regression analysis (Hayes, 2021) was employed to test the influence of the study.

6. RESULTS AND FINDINGS

Quantitative Strand

This section dealt with the result of the quantitative data gathered through the survey questionnaires.

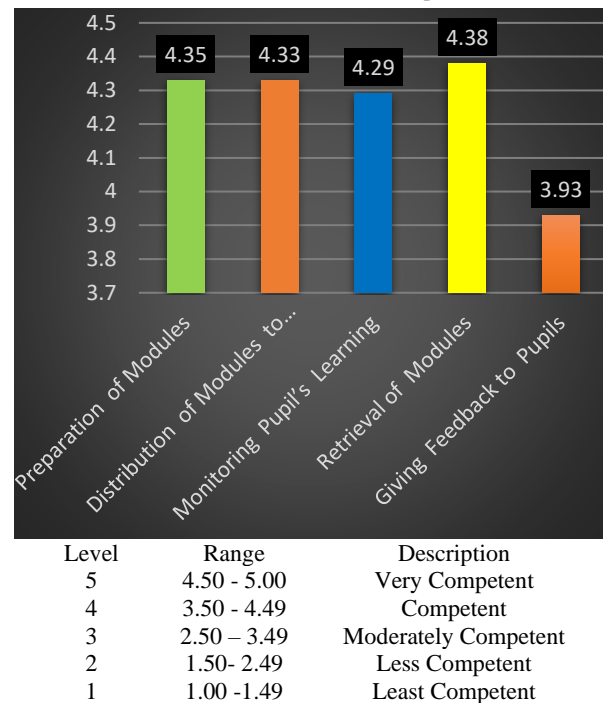
Summary of Results and Discussions

Research Problem No. 1

Table 2 shows the level of teachers' competence towards facilitating modular learning in terms of preparation of modules, distribution of modules to the pupils, monitoring pupils' learning, retrieval of modules, and giving feedback to pupils.

Among the five (5) indicators of the level of teachers' competence towards facilitating modular learning, retrieval of modules got the highest weighted mean of 4.38 described as competent. The result implies that teachers are competent in communicating with the parents and learners on the schedule of collection of modules and designating a specific return-point for the retrieval of the modules. Moreover, they are competent in coordinating with BLGU officials/ staff and parent-volunteers for the retrieval of modules. They are also competent in ensuring the observance of health protocols during the retrieval of learners' output. In fact, the Division Memorandum No. 146 (2020) and DM no. 178 (2020) suggested that in the distribution and retrieval of learning materials, teachers and other school personnel must observe health and safety protocols and standards.

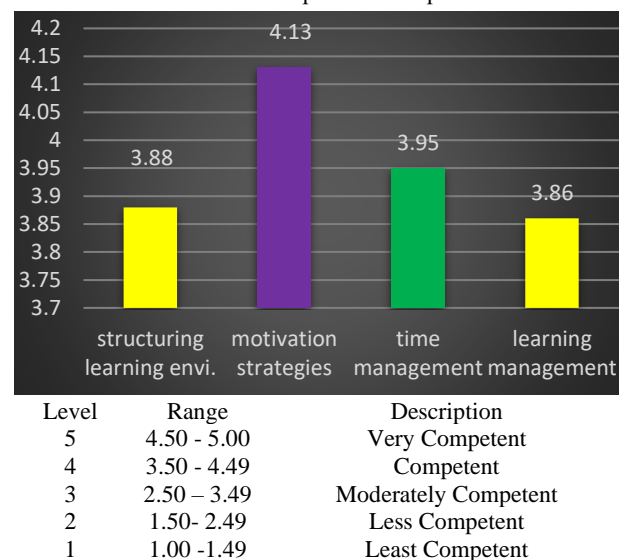
Table 2 Level of teachers' competence



Research Problem No. 2

Table 3 shows the Level of parents' competence towards facilitating modular learning in terms of structuring learning environment, motivation strategies, time management, and learning management.

Table 3 Level of parents' competence



Among the four (4) indicators of the parents' competence towards facilitating modular learning, motivation strategies got the highest weighted mean of 4.13 described as competent. manifests that parents are competent in facilitating modular learning particularly on their strategies in motivating their child in answering the modules. Parents were appreciative of their children as they finished answering the modules. They gave their children rewards or free time as they finished answering the modules. They also give examples related to possible answers to the activity given in the module. In the same vein, the study of Garbe, Ogurlu, Logan, and Cook (2020) revealed that number of parents assume accountability as a children's motivator at home.

Research Problem No. 3

Table 4 Level of modular learning of the pupils

Subjects	Mean	Description
English	82.91	Moderately Proficient
Math	82.37	Moderately Proficient
Science	83.11	Moderately Proficient
Weighted mean	82.80	Moderately Proficient
Range		Description
90- 100		Highly Proficient
85 - 89		Proficient
80- 84		Moderately Proficient
75 - 79		Slightly Proficient
74 - below		Very Slightly Proficient

The results show that the level of modular learning of the pupils in terms of MPS particularly in English (82.41), Math (82.37) and Science (83.11) are moderately proficient. Furthermore, this means that the level of modular learning of the pupils is within range of 80% - 84%. In other words, they have gained an average level of knowledge on modular instruction. This implies that the learning of the pupils through modular approach is average.

However, Nardo (2017) mentioned that one of the weaknesses of modular instruction involve more discipline and motivation of learners. Hence, this attributed as to the level of knowledge of the pupils on modular learning is just average.

Research Problem No. 4

Table 5 Significant relationship between the teachers' facilitating competence and the modular learning of the pupils

Spearman's rho			MPS MEAN
	Preparation of Modules	Correlation Coefficient	-0.628**
		Sig. (2-tailed)	0.000
		N	163
	Distribution of Modules to the Pupils	Correlation Coefficient	0.544**
		Sig. (2-tailed)	0.000
		N	163
	Monitoring Pupil's Learning	Correlation Coefficient	0.545**
		Sig. (2-tailed)	0.000
		N	163
	Retrieval of Modules	Correlation Coefficient	0.608**
		Sig. (2-tailed)	0.000
		N	163
	Giving Feedback to Pupils	Correlation Coefficient	-0.286**
		Sig. (2-tailed)	0.000
		N	163

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

The result discloses the relationship between the teachers' facilitating competence and pupils' MPS in modular learning, which yielded highly significant relationship between distribution of modules, monitoring pupils' learning and retrieval of modules as indicated by R-value 0.544**, 0.545** and 0.628** respectively, which are lesser than the alpha value of 0.01 with significant levels. However, factors such as preparation of modules shows R-value of -0.628** and giving feedback to pupils shows the R-value of -0.286** are also lesser than the alpha value of 0.01 with significant levels. In this case, therefore, the hypothesis which states that there is no significant relationship between the level of teachers' facilitating competence and the modular learning of the pupils is rejected.

This means that the level of teachers' facilitating competence is related to the modular learning of the pupils. Hence, the facilitating competence of teachers in modular teaching approach is attributed to the modular learning of the pupils. In fact, Omar, Ahmad, Hassan and Roslan (2018) stated that teachers' competency is crucial for the procedure of learners' improvement to ensure valuable learning. Teachers' competency will provide helpful effects on learners' academic and skill development and assist teachers to enhance their teaching performances.

Research Problem No. 5

Table 6 Significant influence between the teachers' facilitating competence and the modular learning of the pupils

Model	Coefficients			t	Sig.
	Unstandardized B	Std. Error	Beta		
(Constant)	238.981	13.936		17.148	0.000
Preparation of Modules	0.396	1.818	0.034	0.218	0.828
Distribution of Modules to the Pupils	0.237	0.816	0.011	0.290	0.772
Monitoring Pupils' Learning	-46.508	1.551	-1.038	-29.992	0.000**
Retrieval of Modules	16.907	1.955	1.557	8.648	0.000**
Giving Feedback to Pupils	-8.510	0.401	-0.655	-21.207	0.000**

R² = 0.974; F = 1171.732; Prob = 0.000

The table reveals that teachers' facilitating competence on the modular learning of the pupils significantly influenced in terms of Overall MPS (F-value=1171.732, Prob=0.000). Null Hypothesis is rejected since probability value is significantly lesser than 0.05.

Among the identified predictors of teachers' facilitating competence, Monitoring of Pupils, Retrieval of Modules and Learning and Giving of feedback to the pupils has significant influence in the overall MPS result of the students. Since, if modules are retrieved; the answers of the pupils in the activity can be checked. If the pupils' learning is monitored; the pupils are guided in their learning. If feedback on the performance of the pupils is given; pupils are aware if their answers on the activities are correct or not. Thus, these contributed to the modular learning of the pupils. This implies that monitoring of pupils learning, retrieval of modules and giving feedback to the pupils contributed to the MPS result of the pupils. In accordance, Fulton (2019) mentioned that teachers must monitor learners' learning as guide in making instructional decisions and feedbacking on learners' progress.

Research Problem No. 6

Table 7 denotes that the level of parents' facilitating competence in terms of structuring learning environment, motivation strategies, time management and learning management have a significant relationship with the pupils' MPS as indicated by the R-value which is lesser than the alpha value of 0.01 with significant levels. This means that the more competent the parents in performing the above-mentioned parameters; the higher the modular learning of the pupils.

Nevertheless, Bhamani, Makhdoom, Bharuchi, Ali, Kaleem, and Ahmed (2020) explained that parents throughout the world are duly disturbed about how their learners' routinary activities are interrupted expansively.

Table 7 Significant relationship between the parents' facilitating competence and the modular learning of the pupils

Spearman's rho			MPS MEAN
	Structuring Learning Environment	Correlation Coefficient	0.414**
		Sig. (2-tailed)	0.000
		N	163
	Motivation Strategies	Correlation Coefficient	0.229**
		Sig. (2-tailed)	0.003
		N	163
	Time Management	Correlation Coefficient	0.388**
		Sig. (2-tailed)	0.000
		N	163
	Learning Management	Correlation Coefficient	0.370**
		Sig. (2-tailed)	0.000
		N	163

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

Research Problem No. 7

Table 8 Influence of Parents' Facilitating Competence on the Modular Learning of the Pupils in terms of Overall MPS

Coefficients					
Model	Unstandardized		Standard	t	Sig.
	B	Std. Error	Beta		
(Constant)	80.996	0.830		97.583	0.000
Structuring Learning Environment	0.643	0.323	0.315	1.990	0.048*
Motivation Strategies	-1.253	0.376	-0.466	-3.331	0.001**
Time Management	0.453	0.394	0.189	1.149	0.252
Learning Management	0.749	0.340	0.365	2.202	0.029*

$R^2 = 0.237$; $F = 12.258$; $Pro b = .000$

It is reflected on table 8 that parents' facilitating competence on the modular learning of the pupils significantly influence the MPS (F-value=12.258, Prob = 0.000). Hypothesis of the study is rejected since probability value is significantly lesser than 0.05 level of significance. Among the indicators of parent's facilitating competence, the Motivation Strategies, Learning Management and Structuring Learning Environment were predictors on the MPS performance of the pupils. Time management has no effect on the modular learning of the pupils. It means that even parents will set up study plan and schedule it has no influence in the learning of pupils. On the other hand, motivation strategies, learning management and structuring learning environment contributed to the learning of the pupils though modular approach.

The result is confirmed from the study of Pavalache-Iliea and Girdia (2014) that there is a significant association between parental involvement and the educational results of the pupils.

7. CONCLUSIONS

Based on the result of the study, it can be concluded that teachers are competent in facilitating modular learning in terms of preparation of modules, distribution of modules

to the pupils, monitoring pupils' learning, retrieval of modules and giving feedback to pupils. Similarly, parents are also competent in facilitating modular learning in terms of structuring learning environment, motivation strategies, time management and learning management. Moreover, the modular learning of the pupils in English, Math and Science is moderately proficient.

Furthermore, the level of teachers' facilitating competence significantly related to the modular learning of the pupils particularly the distribution of modules, monitoring pupils' learning and retrieval of modules. Also, factors such as preparation of modules and giving feedback to pupils manifested significant relation to the modular learning of the pupils; however, is negative. The higher the competence of the teachers on the distribution of modules, monitoring pupils' learning and retrieval of modules; the higher is the learning of the pupils. Meanwhile, even the competence of the teachers on the preparation of the modules and on giving feedback to pupils are higher; it does not show positive significant relation with learning of the pupils. Moreover, the level of teachers' facilitating competence significantly contributed to the level of modular learning of the pupils. In addition, the level of parents' facilitating competence significantly related to modular learning of the pupils. Similarly, the level of parents' facilitating competence significantly contributed to the level of modular learning of the pupils. The higher the competence of parents in facilitating the children through modular approach; the higher the learning of the pupils.

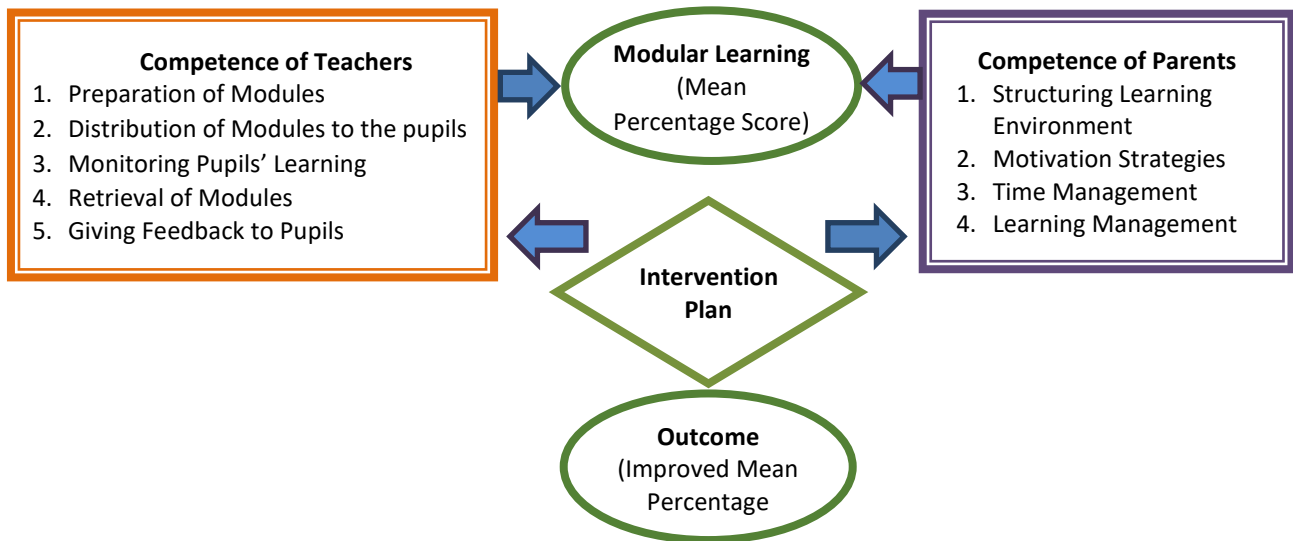
8. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are hereby presented:

1. Teachers must be resourceful in preparing simplified activities suited to the learning level of pupils.
2. Teachers must coordinate with BLGU officials/ staff for the retrieval of modules.
3. Teachers must use the technology in giving feedback to the pupils.
4. Parents must be innovative on making the home learning area free from distraction and on setting up plan for their children to focus on the set of activities in the module per subject areas.
5. Parents are encouraged to give their children a reward as they finish answering the modules.
6. Parents are encouraged to discuss with their children about the lesson content in the modules.
7. Future researchers may conduct the same study in wider perspectives using mixed method research designs.
8. Modified framework shown in Figure 3.

The Modified Framework shows that teachers' facilitating competence and parents' facilitating competence significantly contributed to the modular learning of the pupils. In consonance, teachers' competency will provide helpful effects on learners' academic and skill development (Omar, Ahmad, Hassan and Roslan, 2018). Similarly, parents' competence contributes to the learning of the pupils since they serve as home facilitators in the

modular teaching approach. The main role of parents in modular learning is to create a connection and assist their children (FlipScience, 2020).



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