

Paint A Portrait: Lived Experience of Parents in the Implementation of Modular Distance Learning

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Abstract

This study determined the issues and challenges encountered by the parents who facilitated learning at home. This research was a Qualitative-Phenomenological study that utilized the Narrative Form using the responses of the parent-participants in the Key Informant Interview conducted by the researcher. Creswell Method was used in the qualitative analysis of the responses to explore the lived experience of parents who served as Learning Facilitators in MDL. From the responses of the participants in the Key Informant Interview conducted, the researcher was able to extract the following themes that describe their overall ability in painting the portrait of their children: *FB: Keeping You Informed, Education Must Continue, Education Cannot Wait, MDL Finds a Way, Painting a Portrait as Consecrated Responsibility, Race Against Time, and Time Works Wonders*. The researcher was able to draw out issues and implications of the findings on the lived experiences of the parents in painting the portrait of their children as not just a simple task. Their ability to paint the portrait and help their children on their studies was perceived as challenging but added colors to make the children's future even more meaningful.

Keywords: Paint a Portrait, Modular Distance Learning, Learning Facilitator



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INTRODUCTION

The proper function of the parent is to provide motivation, guidance, and access to activities that allow the child to master critical development tasks of development. The parents are the first teachers of their child and should remain their best teachers throughout life. Parents shall also take the courage of doing all the roles and responsibilities to their children. Parents should show the right path and paint a dream for their children to guide their success.

One of the rights given among children is their right to education. They should do all their best to provide for the needs of their children: food, shelter, clothing, and education. Many people believe that education is considered as one of the basic needs since it usually serves as a ticket for a brighter tomorrow. Whatever kind of education, whether public or private, online, or modular, the parents need to look for ways to help their children.

The significant change in the education system, particularly in instruction, has brought many challenges to teachers, learners, and parents. The shift from standard face-to-face to Modular Distance Learning (MDL) has been considered as challenging step for the Department of Education to ensure the continuity of learning despite the Covid-19 Pandemic.

In an article written by Lopez (2020) [1], Modular Distance Learning pertains to individualized guidance that enables learners to use print or digital format and an electronic copy of self-learning modules (SLMs). Whatever is applicable in the conditions of the learner, and other learning tools such as Materials for

Learners, textbooks, activity sheets, study guides, and other study materials. On a computer, tablet, PC, or smartphone, learners access electronic copies of the learning materials.

In the survey, using the Learners Enrollment and Survey Form (LESF), conducted among the parents and guardians of the learners before the opening of the school year, it turned out that majority of the parents preferred Modular Distance Learning as the most suitable modality for their children. The school considered that this would suit the interest and the needs of the learners. Survey results became the basis for implementing the Modular Distance Learning for the school year 2020-2021, also present in the Learning Continuity Plan of San Isidro Elementary School.

In response to the Republic Act No. (RA) 11469[2], otherwise known as the Bayanihan to Heal as One Act which took effect on March 24, 2020, the Department of Education has come up with plans that would ensure the continuous delivery of instruction among school children all over the country-- the blended learning. As an appropriate response of the Department of Education to the current situation of the country. It offered options for the public elementary school to conduct surveys among the parents and the guardians to choose the modality of learning suited for their children. The examination called the LESF would provide a fountain source of ideas for the school to attain the continuity of learning through the preferred and most suitable modality for the learners.

Paint the Portrait was the title crafted by the researcher, which refers to the ability of parents to perform their duties and responsibilities in helping their children to learn. The researcher presents the title in this way which specifically aims to divulge the brighter side of Modular Distance Learning. The parents would realize their worth as the facilitator of learning at home. They are not aware, but they are painting the portrait of their children. They are doing their part to help their children have a better future. However, the study also divulged the challenges encountered by the parents in the Modular Distance Learning-- explored through the interview conducted by the researcher. Further, this study also disclosed the coping strategies and how the parents paint the portrait just to be able to attend to their children's learning needs. From the study results, the researcher was able to determine the lived experience of the parents through the themes extracted from the participants' responses.

This study is anchored in the Theory of Parental Involvement to Learning by Lev Vygotsky, which explains various facets of interest in young education. The main primary role models in the immediate world of their young children are known to be parents. The main goal of the parent is ensuring the academic achievement and success of their children in school. To obtain a better image of it and provide a sound foundation for educational discourse in this regard, this understanding involves an overview of the complete parent involvement process.

According to Vygotsky, the first teacher is the family, and learning takes place in the community — contact with their family members in the community is crucial for their education and growth. For this purpose, through this interaction children, acquire an awareness of the environment. Vygotsky concentrated on information internationalization (knowing how) by discussing the Proximal Development Zone (ZPD) as a term to argue that children have problem-solving skill levels. Further, he also explained that the level of development is affected by independent problem solving together level of future success is determined by problem-solving under adult supervision or in partnership with more qualified peers. (Lines, 2016) [3]

The proposed study aimed to divulge a clearer understanding of the lived experiences of the parents who serve as the learning facilitators to their children. The phenomenological research provided an avenue for the teachers and schools to look into a strategic plan, which may help the parents to guide the learners in their study. It may unfold the needed support from the school and the teachers to be rendered among parents and to assure continuity of learning despite the pandemic.

LITERATURE REVIEW

Modular Distance Learning (MDL) refers to a modality of learning delivery where learning takes place during instruction between the teacher and the students who are geographically distant from each other. Modular Distance Learning, Online Distance Learning (ODL), and TV/Radio-Based Instruction are three types of this modality.

Modular learning is a form of distance learning based on DepEd's essential learning skills (MELCS) that uses Self-Learning Modules (SLM). The modules include sections on motivation and evaluation that act as a complete guide to the desired skills of both teachers and students. Teachers will monitor the learners' progress through home visits (following protocols of social distancing), and feedback mechanisms then guide those who need special attention.

Further, according to Estrella (2020), [4]. Self-learning modules (SLMs) will be provided by the Department of Education (DepEd) with alternative learning delivery modalities to be offered to different types of learners throughout the Philippines. He further explained that DepEd will help ensure that all students have access to quality basic education for SY 2020-2021, with face-to-face classes still prohibited due to the public health situation, by combining SLMs with alternative learning delivery modalities (modular, TV-based, radio-based teaching, blended, and online).

The national government has recognized under Article XIV, Section 2 of the 1987 Philippines Constitution[5], that "the state shall (2) establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to their children..." and that "the state shall (4) encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs

In the Philippines, the Department of Education (DepEd) was mandated by President Rodrigo Duterte to delay, if not cancel, face-to-face teaching as long as the coronavirus vaccine is not yet available to the general public. DepEd, however, preferring not to postpone schooling, implemented new modalities of learning delivery that incorporate modern technology (Malaya, 2020).

In response to the Republic Act No. (RA) 11469, otherwise known as the "Bayanihan to Heal as One Act," which took effect on March 24, 2020, the Department of Education also came up with the plans to ensure the continuous delivery of instructions in the country, called the blended learning.

Likewise, according to Tindolig (2020)[6], parent and family engagement has always been vital to the learning and development of students. Yet, as more students have to learn from home due to school openings, an entirely new significance has been taken on by family participation. Suddenly, in the education of their students, many families are expected to take a lot more responsibility, and teachers are searching for ways to better direct and help them.

The study conducted by Galang (2020) [7] named the common problems that can be encountered by the parents, teachers, and students in modular distance learning. The most significant problem of distance learning has been the technological aspect. Technicality requires the availability of both students and teachers of devices. These are smartphones, computers, laptops, printers, and access to the Internet.

Objectives of the Study

This study aimed to determine the lived experiences of the parents in implementing the Modular Distance Learning (MDL) of San Isidro Elementary School. This study sought to determine the parents' untie the knots to support the new learning modality by identifying the facilitating and challenging factors in the MDL. Further, the study also sought to determine their coping strategies in this new modality of learning. They attained the objectives of the survey by a Case Study Design.

MATERIALS AND METHODS

Research Design

A Case study is a methodological approach in which the investigator, through detailed, in-depth data collection, investigates a real-life, contemporary confined structure (a trial) over time (Creswell, 2014) [8]. Yin (2009) notes that the value of the case study is its capacity to work with a wide range of forms of data, such as records, objects, interviews, and findings beyond what may also be in other types of qualitative methods. He declares that using the case study strategy while being investigated has a distinct advantage when a 'how' or 'why' question is in a recent event over which that investigator has little or no control.

The case study technique allows the researchers to preserve complete and meaningful characteristics of real-life events (Yin, 2009). Yin said it requires learning or setting a real-life context in case the study. The type of case study the researcher used is an **illustrative case study**. These are primarily descriptive studies. They typically apply one or two instances of an event to show what a situation is as-is. Definitive case studies mainly familiarize the unfamiliar and give readers a popular language on the subject.

The study aimed to divulge a more specific and existential grounding in the implementation of Modular Distance learning to determine the lived experience of the parents. Also, identify their coping strategies to problems they encountered and find a solution to the specific situation.

To illustrate the connections of the different variables to the lived experiences of the parent who facilitate learning at home, a research paradigm is provided to understand the different perspectives of the respondents.

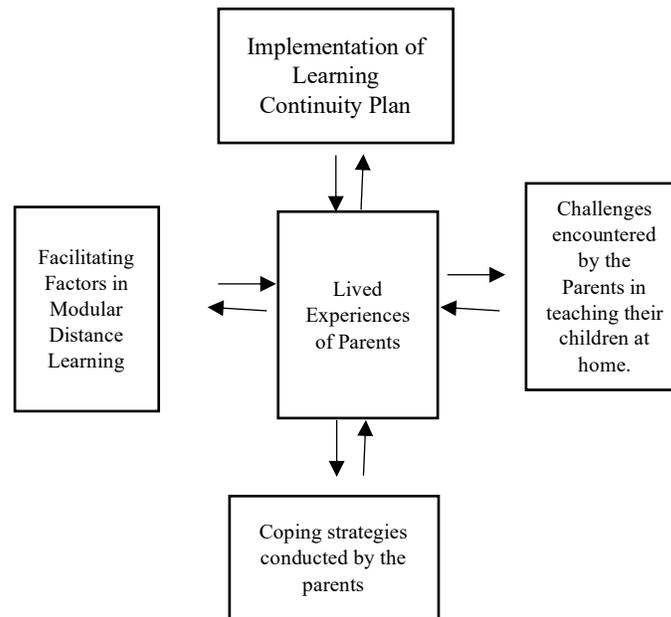


Figure 1: Implementation of the Learning Continuity Plan

The figure explains the interconnection of the variables involved in this study to determine the lived experiences of the parents in Modular Distance Learning. The arrow pointing to one variable in the box at the center shows their relationship. The lived experiences in MDL may be due to implementing the various activities stipulated in the School Learning Continuity Plan. Modular Distance Learning gives the parents various facilitating factors which enable them to get benefits on its implementation. On the other hand, there may also be challenging factors affecting the parent's ability to perform their duties and responsibilities as part of painting a portrait for the child. Another variable connected to the parents is their coping strategies to overcome the said challenges.

This study was limited on finding out San Isidro Elementary School practices in implementing the Learning Continuity, which involved the parents. The study zeroed in also on the facilitating and challenging factors in the Modular Distance Learning of the school. Further, this study also sought to determine the coping strategies employed by the parents in Modular Distance Learning (MDL). The participants of the study are the parents of the learners under the MDL modality. The researcher used a criterion method to determine who among the parents will participate in the study. The strands of questions focused on the experiences related to the practices in the implementation of LCP, the facilitating and challenging factors in the Modular Distance Learning, and the coping strategies they used in the MDL. The study's findings will serve as the basis for the improvement of the implementation of LCP and the enhancement of the practices in Modular Distance Learning.

Population and Sample

The participant of the study were the ten selected parents whose children enrolled in Modular Distance Learning and who have almost similar profiles such as full-time mothers of 3-5 children, 30-35 years old, High School graduates, and a working spouse. The respondents were given aliases for this study to keep

their identity and ensure the confidentiality of the information they divulge in the interview. The researchers chose to involve parents with an almost similar profile to ensure the reliability and validity of the statements relevant to their lived experiences.

Research Instrument

In gathering information, the researchers used interview guide questions during the discussion with the participants. The researcher prepared questions for the participants following the objectives of the study. These questions enabled the participants to reflect on the whole lesson and then offer their positions or opinions on the topics to the research. Further, the researchers used open-ended questions, which are all aligned with the focus of the study.

This study used one central question to help describe the true essence of the experience it is “What is the essence of the Lived Experience of parents in the implementation of modular Distance Learning of San Isidro Elementary School?” The questions functioned together to discover the true meaning of the experienced phenomenon. From the central question, Interview Guide Questions (IQ) were developed and used in conducting interviews.

This study utilized self-made interview guide questions, checked by the Learning Continuity Plan (LCP) members who have complete knowledge concerning the implementation of LCP, the chairman who studied the validity of the selection of the respondents, and the content of the instrument with the guidance of the school head. Comments and recommendations for the improvement and the final drafting considered.

Before conducting the interview proper, the environment was set to a more convenient and friendly place or setting to build confidence and trust among the participants and get valid information for the study. Due to the Covid-19 pandemic, the researchers followed the suggested safety and health protocols like wearing a facemask and face shield. The researchers also implemented social distancing during the interview.

The interview and the focal group discussion set a schedule with the participants. The researchers prepared the guide questions, recording gadgets, and writing materials before the facilitation of the interview. The researcher asked someone to write the discussion. The interview was recorded and written. All the gathered information during the conversation was encoded verbatim, tabulated, and analyzed.

The following formal case study protocols were developed to enhance the reliability of this research.

After the participants completed the initial videotaped interview, a follow-up interview was conducted for clarifications.

A guide for the interview was used with semi-structured interview questions in an emergent design format to get and gain information from the respondents. Follow-up questions were designed to clear and analyze the unique responses of the participants.

Data was collected using interviews, observations, and video recordings. The observation method was used to discern the environment for research.

Ethical Considerations

The researchers followed the ethical guidelines as specified in the Research Manual of the school. The researchers strictly considered formal stages of communication for ethical consideration throughout this paper.

The process of conducting the interview, the objectives, and the significance of the study was explained to the participants. All the information shared by the participants has been treated with the utmost confidentiality. The authors of the literature and studies used throughout the paper were given proper citations. The study also assumed that the participants had completed their consent form. Which expressed their willingness to participate in this research.

RESULTS AND DISCUSSION

This research is guided by the following central question: What is the essence of the Lived Experience of parents in implementing modular Distance Learning at San Isidro Elementary School? Corollary Question Number 1: What practices are implemented in the schools' Learning Continuity Plan that involve the parents? The **horizontalization** of the study was presented by listing significant statements that were extracted from the verbatim transcription of the participants' responses. These statements were read and analyzed many times to answer the two central questions with probing questions in the research interview protocol. As a result, the researchers came up with **ten (10)** significant statements, extracted from the participants' conversations.

In theme clustering, the researchers classified **six (6)** themes for textural descriptions.

Theme 1: FB: Keeping You Informed. Participants show the ability of parents to access Facebook. It also reflects the power of the school to find an alternative way to inform the parents and build an effective communication scheme with the school. As for the participant's responses, the school has created an FB page to disseminate salient information that would also inform the parents of the activities they have to attend. Their responses also show that this contemporary way is practical since the parents have demonstrated their awareness and access to this social media.

As to the legalities of creating an FB page for the school, even the Division of Cabuyao has been encouraging all public schools, it may be of immense help in informing the community and especially the parents about the school activities in Modular Distance Learning. The schools are also free to post various statements and pictures related to their actions and inform the parents of the actions they need to attend. These are well-manifested to the following responses: Stated below are the annotated exemplar for this query:

Maria: *They used Facebook to disseminate salient information through the help of the stakeholders.*

Teresa: *The school has provided an FB Page for easy access and determines the changes in this school year.*

Leila: *The school has created an FB page that enables easy access to know what to do.*

Merry: *The school created a FB page wherein they posted the announcement and other things that we parents need to know.*

Jessy: *The school has created the FB page as a way of informing the parents and a chance on how to collaborate with them.*

Anna: *The school created an FB page which serves as the best way of informing the parents about the programs, projects, and activities of the school.*

Belen: *They encouraged the parents to visit the FB of the school to get all significant information.*

Agnes: *They introduce the school's FB page to encourage the parents to be informed of the important information and to collaborate with them.*

Bridgette: *One way of enthusing the parents to partake actions to the programs and projects of the school is through the FB page.*

In the article Gumalas (2020) [9], most public schools in the country are implementing Modular Distance Learning, which they deem as the most suitable modality for their learners.

Theme 2: Education must continue; Education cannot wait. Parents believe that choosing Modular Distance Learning is the safest way to ensure the continuity of learning of their children despite the pandemic. The parents' responses affirmed that San Isidro Elementary School had chosen the most suitable and effective way of informing the parents and involving them in different activities while serving as facilitators of learning at home.

In this portion, the parents were asked, "Are you in favor of the practices implemented in the school as part of the Learning Continuity, that you as parents are involved in? Why? Why Not??" Listed below are the annotated exemplar was taken from the responses of the parents:

Teresa: *Yes, because the school ensured among the parents the **continuity of learning despite the pandemic.***

Antonette: *I am in favor of these activities because it ensures the **continuity of learning among learners.***

Leila: *Favor of these activities of schools, which **ensure the continuity of learning of my child.***

Merry: *Above all is the **possibility of continuous learning of my child***

Anna: *Yes, it is **the easiest and safest way to collaborate** with the programs and projects of the school.*

Belen: *Yes, it is **the easiest and most appropriate way to encourage the parents to collaborate** with programs and projects of the school.*

Parents care about their children; they give time and support for the future of their children. They think that there is nothing more important than keeping their children safe amidst the pandemic. They also believe that the way of school encouraging the parents to participate in the various activities through FB is just right for the school, the parents, and their family as well. However, there is still a problem with the assurance that all parents to notified because not all can access or have a Facebook account.

Theme 3: MDL Finds a Way. Parents concerning the facilitating factors of the implementation of the Modular Distance Learning (MDL). But they do believe that even though the MDL is challenging since it is the first time for most schools to implement it, the parents still see and perceive its brighter side, which provides them sufficient time to oversee their children on their studies.

It can be noted that the MDL enabled them to have time for their children and assist them in their studies. They were also able to see their worth as the learning facilitators at home. The MDL also gave them the chance to share their knowledge and skills with their children and with offered an avenue for them to show how they care about their children.

These realities are shown in the responses of the parents as explained below:

Maria: *It provides opportunities for me as a parent to **spend time teaching my child.***

Teresa: *It gives ample time for me as a parent to sit with my child and help him in his study. I am also able to find some of my shortcomings as a parent.*

Leila: *My child does **not need to rush**; it gives him sufficient time to think correctly about his study. I am also able to look after him in his research.*

Jessy: *MDL is one way of **providing a chance for me as a parent to oversee my child on his study.***

Anna: *I think one of the most significant effects of MDL is **to allow the parent like me to share something on the study of my child.***

Agnes: *It is also a way to help the parent realize **their worth in teaching their children.***

Bridgette: *It offers an **opportunity for me as a parent to teach my child at home.***

Parents have seen the positive impact of the implementation in building a harmonious relationship with their children. They also believe that no other person would do it for their children; hence, they need to do their roles and responsibilities as parents and as learning facilitators at home.

According to Milles (2020) [10], the parents have become more aware of the worth of spending time and guiding their children on their studies due to the immediate change in teaching and learning modality in the time of the pandemic. This quick shift of the learning modality has also enabled the parents to better realize their responsibilities as partners of schools in providing quality education among their children.

Theme 4: Painting a Portrait as a Consecrated Responsibilities. The closest persons to children as learners are the parents. They spend most of their time with the family. Thence, the family members perform the vital roles of molding the children to become the best versions of themselves in the future. Thus, the parents still hold the brush that could have the most prominent role in painting the portrait of their children.

The parents have learned their responsibilities of painting the future of their children. They even realized that there should be time allotted to sit beside their children and ask them how they do in their studies and things that seem vague to them. As parents, it is their prime and consecrated responsibility to mold their children and help them attain their dreams.

These are all shown in the following responses:

Teresa: *It is **one way of paying attention to the education of my child, especially during this time.***

Antonette: *It helps a lot of providing parental support to their children on their studies at home. It also helps in sustaining the interest of the learners towards their studies.*

Leila: *Parent who has nothing to give to children but education would do their best to teach them.*

Jessy: *I have this big responsibility that I need to perform for the learning of my child and his future.*

Anna: *I have learned that I have this huge responsibility that I need to perform to help my child learn and become successful.*

Agnes: *MDL opened my eyes to see and understand my responsibilities in molding my child.*

According to Bormeo (2021) [11], the new normal in the modality of teaching and learning has become challenging for the school, teachers, learners, and parents. The old teaching and learning system has shifted into a more challenging modality, whereas parents are expected to serve as the learning facilitators of their children at home. Modular Distance learning offered an avenue for the parents to perform their responsibilities in helping their children with their studies and help them learn and attain their dreams. The pandemic somewhat helped parents realize their worth as the first people who shall do things that would allow the children to live their dreams and make them happen.

Theme 5: Race against Time. In the Philippine setting, the parents have been expected to perform these two major roles and responsibilities: raising their children and educating them. The parents in the Philippines have been known for their unique way of having a high regard for education. They do believe that education serves as a ticket to a brighter tomorrow.

The quick change in teaching and learning modality has encouraged the parents to spend extra time teaching their children. In Modular Distance Learning, the parents serve as learning facilitators. In this case, they must attend to two significant roles: to do their household chores and to spend time teaching their children.

These ideas are also reflected in the responses of the participants below:

Teresa: *Sometimes, I was not able to help my child on his module due to the household chores that I also needed to know.*

Antonette: *As a parent, it is a big problem for me to allow sufficient time to spend with my child on his study.*

Merry: *There are times that I was not able to assist my child due to chores I needed to do at home.*

Jessy: *There are times that I was not able to do household chores coz I needed to help and assist my child on his module.*

Anna: *I guess the hardest part of MDL is to learn how to manage my time to deal with both my responsibility doing the household chores and assisting my child on his study.*

Belen: *I think how to manage my time is the hardest challenge I encountered in Modular Distance Learning.*

Agnes: *So often that I fail to do my household chores because my child needs assistance to answer the activities in his modules.*

Bridgette: *Spending time for the household chores and time for the study of my child, I guess, is the hardest challenge I face in Modular Distance Learning.*

Most of the parents have affirmed that being learning facilitators has somewhat affected their time to do their household chores and vice versa. They felt that both sides were pushing and pulling when it came to the time that they should be giving. They also affirmed that doing both household chores and assisting their children might have an impact on their responsibilities. However, their responses also show that they are much aware of their responsibilities as learning facilitators and in doing their household chores.

Theme 6: Time works Wonder. Just like any other profession, being parents requires a lot of time to deal with the demands of each responsibility. Implementing Modular Distance Learning as the new modality of teaching and learning helps the parents better realize their worth to paint a portrait of their children and attain a better tomorrow. However, this somewhat adds to the burden for those parents who have a lot of household chores to deal with. The parents perceived that assisting their children on their module gives them additional work and responsibilities for which they deemed is the primary work of teachers.

The participants in this study have one common answer, which manifested the coping strategies that zeroed on time management. These are all manifested on the following statements:

Antonette: *Time Management*

Merry: *I used to do things at the same time. I do the chores at home while assisting my child with his study.*

Jessy: *I learned how to manage my time.*

Anna: *I post a timetable, and so I would be able to do things at home while teaching my child on his study.*

Belen: *We had agreed with my spouse about proper management of my time in doing the household chores and in teaching my child.*

Agnes: *I set the alarm on my mobile phone to ensure that both my work at home and the study of the child will be attended to.*

Bridgette: *Time management, but believe me, it is still hard.*

Just like any other profession, being parents requires a lot of time to deal with the demands of each responsibility. Implementing Modular Distance Learning as the new modality of teaching and learning helps the parents better realize their worth to paint a portrait of their children and attain a better

tomorrow. However, this somewhat adds to the burden for those parents who have a lot of household chores to deal with. The parents perceived that assisting their children on their module gives them additional work and responsibilities for which they deemed is the primary work of teachers.

According to Belizon (2019) [12], the parents are the closest partners of teachers in molding the learners to become functional and productive citizens. He also stated in his study that the parents should take responsibility for helping their children with their studies. They are also expected to spend enough time in having the follow-up, ask their children how they do on their studies, and ask about their needs in different aspects of life. In his study, he also suggested that the parents should have the proper time management so that they would be able to attend to the family's needs, such as the household work and in supporting their children in their studies.

The parents perceived time management as the most significant way to surpass their challenges in facilitating learning at home. They believe that allocating the proper and sufficient time in doing their household chores and assisting their children in studying are needed to surpass the challenges. This would help the parents to do their responsibilities at home for a certain time and spend sufficient time with their children. They also had different strategies on how to do it. It depends on their status and the ability of the other members of the family who might do either of the responsibilities such as household chores and assisting the children on their studies.

It might be perceived as cliché, but it still runs in the blood of Filipino families the high regard to the worth or significance of education. Filipino parents usually exert time, effort, and find jobs to earn money and sustain their needs, which also includes the budget for the education of their children. They send their children to school because they believe it will give them the ticket towards success.

Most of the public elementary schools in the country have been encouraging the parents to partake in actions and do their roles and responsibilities as parents to their children and the second teachers in their respective homes. The schools often request for the participation of the parents in the various programs, projects, and activities of the school, which shall also benefit all learners. The schools have also been persistent in taking actions on how to collaborate with the parents and in finding ways to sustain their trust to send children to school. However, it cannot be denied that even during the pre-Covid-19 pandemic, parents did not give time to sit beside their children and spend time reading with them, ask the children about school, and teach them their homework.

The implementation of Modular Distance Learning somehow adds a burden for the side of the teachers on how to gain the support of parents who shall serve as the learning facilitators of their children at home. However, the results of the survey conducted by the school, the parents have chosen the MDL as the most appropriate modality for teaching and learning. Hence, it was perceived by the teachers that the parents would extend their arms in helping their children in their studies, wherein the learning materials are provided by the school and monitored by the teachers.

The implementation of Modular Distance Learning has enabled the old but worthy face of the parents-children partnership to education. The MDL somewhat brings back the old tradition for the parents or guardians and ask for their children to sit with them and talk about their studies, get their notebooks and pen, and do their assignment. Hence, the implementation of MDL indirectly leads the parents to better realize their responsibilities and worth of painting the portrait of their children.

This MDL has found an avenue for the parents and guardians in finding time to open the books, read for their children and teach them to understand the lesson. On a broader plane, it enables the parents to help their children step into a higher stage and be part of the scholastic growth and development. The MDL also offers even a bigger brush for the parents in painting the portrait of their children in achieving their goals in life.

CONCLUSIONS

Based on the salient findings of the study, the following recommendations are offered.

1. The school is encouraged to conduct continuous monitoring of the activities posted on Facebook and check its content and details, which may not lead to confusion among parents since they deemed that the FB is the most reliable source of information about the school's activities.
2. Not all parents have an account on Facebook, and so the school is also recommended to facilitate other ways on how to inform the parents, such as through leaflets, flyers, and tarpaulins.
3. The school is also encouraged to conduct a monthly interface with the parents to determine the challenges they encounter in facilitating their children's learning at home. This would be of big help for the school to easily determine the challenges of the parents, build stronger partnerships with them, and provide them sufficient actions that the learners can also benefit.
4. The school is also recommended to provide a hotline or help desk in school for them to assess the needs of both parents and learners in facilitating learning at home. This may also be a big help for the parents who find difficulty managing their time to guide children on their studies.

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