



# LIVED EXPERIENCES OF KINDERGARTEN PARENTS ON MODULAR DISTANCE LEARNING

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Modular Distance Learning, Individual Learning Monitoring Plan, Learning Modules, Face-to-face classes

## ABSTRACT

This study aimed to describe the lived experiences of the parents of the Kindergarten pupils in Tagoloan Central School, Misamis Oriental on Modular Distance Learning (MDL) during COVID-19 pandemic. Only one parent from each Kindergarten class for a total of 20 individuals were taken as respondents in this study because this research was a Qualitative study that utilized the Self Monitoring Tool in the Annex E of DepEd Order No. 31 s, 2020. Thematic and Content Analysis Technique were used to get a deeper analysis of the data to be coded and themed. Additional information was gathered through a Key Information Interview (KII). Respondents were expected to tell if their children can accomplish the learning modules and to give comments and suggestions about the MDL. The following were extracted from the responses, coded and themed: *Guidance from Parents, Time for Study, Children are Tired/Bored in answering the Modules, Less Learning, Parents prefer MDL for Safety, Many wants Face-to-Face Classes and Lessen the Activities in the Modules*. This study concluded that Modular Distance Learning is preferable for pandemic for the safety of their children but it has less learning. They believed that Face-to-Face can have better learning for their children because their teachers can teach them better than they do. Moreover, activities in the modules are plenty which children get bored and tired in answering the modules. It is recommended to give Individual Learning Monitoring Plan (ILMP) to each pupil to guide them in answering their modules because it is a way to lessen activities for pupils to do since ILMP only gives activities according to the competency needed by each pupil.

## INTRODUCTION

Education is a lifelong process of learning. It all starts at home and progresses either at home or at school. Children are the most vulnerable learners because they can be molded into successful individuals or fail in life (Bartolome, et al., 2017). The sudden spread of the COVID-19 pandemic has delayed and slowed down everyone's daily activities. As a result, educational institutions have temporarily shuttered to prevent the virus from spreading. Nonetheless, education must continue. Different learning distance modes were introduced to quickly accommodate the learners' various learning styles and needs.

Home learning has developed as an alternative for traditional schooling techniques in this educational transformation, and it should be made effective to teach critical learning skills to children at home utilizing the limited resources available (Bhamani, et.al., 2020). In the always-dynamic collaboration between home and school, parents have a higher share of responsibility since they will work as on-site learning facilitators to bridge the gap between pupils and teachers. As a result, learning will be strengthened, and there will be genuine collaboration as well as valuable family time (Mundy, 2020). In the Philippines, parents have embraced the new normal in education and seen the changes as challenges, with their children's education remaining a primary priority (Bendijo, 2020).

The early primary grades are important for the acquisition of foundational language, literacy, and math skills (Ontario Ministry of Education, 2016; Piasta, 2016). Language and literacy skills develop as children learn to communicate through a variety of interactions, both verbally and non-verbally (Ontario Ministry of Education, 2016). To ensure literacy interactions are meaningful, teachers in the early primary grades are continuously assessing both formally and informally the literacy and language skills of individual pupils to ensure that teaching is tailored to individual learning goals.

Due to the complex and multifaced nature of early primary education, the shift to remote teaching and learning proved to be quite difficult for teachers, parents, and students (Timmons et al., 2020; Yamamura and Tsustsui, 2021). Following the natural progression of learning, teachers within the early childhood sector promote the teaching approach of child-directed elements with some degree of adult guidance (Pyle & Danniels, 2017).

Remote teaching and learning necessitate those parents support their children not only in accessing the learning materials shared with them remotely, but also in the delivery of education (Pramling et al., 2020). This implies that parents are aware of the learning objectives for each activity. Despite the fact that families were already heavily involved in their children's education before to the COVID-19 pandemic, the extra necessity for families to take on the role of teacher in imparting instruction proved difficult for parents (Timmons et al., 2020).

Distance Learning refers to 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 (Quinones, 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, 2020).

Delivering individualized instruction in the kindergarten year is particularly challenging given the wide range of skills and abilities demonstrated by children. Riley (2018) estimated a potential range of 5 developmental years. Despite the widespread acknowledgment that pupils need personalized attention in order to learn basic phonological and orthographic processing skills that lead through an interactive nature to success in independent reading (Torgesen et al., 2021), the implementation of such varied instructional strategies in one classroom proves challenging at best, and improbable for many teachers and parents.

This study explores a clearer understanding of the lived experiences of the kindergarten parents who serve as the learning facilitators to their children. It aims to describe the parents' experiences and challenges in dealing with distance learning with their children during pandemic.

## Theoretical and Conceptual Framework

This study was anchored on Albert Bandura's Social Cognitive Theory as cited by Vinney (2021). Social cognitive theory is a learning theory developed by the renowned Stanford psychology professor Albert Bandura. The idea provides a framework for analyzing how people shape and are shaped by their surroundings. The theory delves into the processes of observational learning and modeling, as well as the role of self-efficacy in behavior creation.

The theory views people as active agents who both influence and are influenced by their environment. A major component of the theory is observational learning: the process of learning desirable and undesirable behaviors by observing others, then reproducing learned behaviors in order to maximize rewards. Individuals' beliefs in their own self-efficacy influences whether or not they will reproduce an observed behavior.

To classify the stages of the process and explain the system provided in this study, the researcher used an IPO (Input–Process–Output) model. The IPO model is a compilation of several linked articles that explains the processes. This encourages the researcher

to devise a series of actions that must be taken during the life of the educational study. It takes into account the other academics' perspectives, observations, and findings on the topic of their educational research (Canonizado, 2021)

The representation of all the components that make up a process is referred to as an IPO model. The IPO diagram comprises all of the materials and information needed for the process, as well as the particular specifics of the process and explanations of all products and by-products associated with the process.

The input consists of the factors related to the educational research's dependent and independent variables. The questionnaires used, the observations made, the data collection processes, and the statistical treatment of the data are all part of the process. Data tabulation, analysis, and interpretation are also included. It involves everything from the initial gathering of information or data to the final results. The action done after evaluating the study's findings is referred to as the output. Similarly, the study's final results are given here, such as increased learning outcomes or performance of the respondents, improved teaching-learning process, and other relevant things. DO No. 31, s. 2020 Annex E was linked in this study as it is the guide for parents to give their feedback to the learning development of their children through Modular Distance Learning.

## Methodology

The research design in this study was a qualitative narrative inquiry since the goal of the researcher was to explore the lived experiences of the parents while having Kindergarten children in Tagoloan Central School. Narrative inquiry can reveal unique perspectives and deeper understanding of a situation. Often giving voice to marginalized populations whose perspective is not often sought. It is a practical way to know the actual experiences of the respondents (Kim, 2016). In this study, the parents were asked to answer a survey questionnaire based on the Self-Monitoring Tool of Annex E in DepEd Order No. 31, s. 2020 through Face-to-Face interview, but the respondents wrote their responses to observe health and safety guidelines. However, the researcher also used Quantitative Method to get the Frequency and Percentage in determining the number of coded themes. It displayed the data that indicated the percentage of the experiences of Kindergarten parents.

This study was conducted in Tagoloan Central School, District of Misamis Oriental. The School was estimated to have started or founded in the year 1918 during World War 1. Several men from the town volunteered to go to Manila to represent the opening of the school. They came back to Tagoloan, built a nipa hut building which has four rooms. It was Representative Gabaldon of the Philippine Legislature built a permanent building where the first principal was Mr. Benito Canoy.

Tagoloan Central School is managed by a School Principal I with 104 teachers and two (2) non-teaching personnels; ten (10) Master Teachers, fifteen (15) Teacher III, sixteen (16) Teacher II and sixty-three (63) Teacher I. There are 3,641 students enrolled at Tagoloan Central School this School Year 2021 - 2022.

Officially the Municipality of Tagoloan, is a 1st class municipality in the province of Misamis Oriental, Philippines. It is located to the east of Cagayan de Oro City and located south-east of the Macajalar Bay. According to the 2020 census, it has a population of 80,319 people. Tagoloan is about 19 kilometres (12 mi) from the provincial capital of Cagayan de Oro City. Tagoloan total land area of 7,938 hectares represents 2.24 percent of Misamis Oriental's total area of 354,770 hectares. Among the barangays, Sta Ana is the largest, comprising 37 percent of the municipality's land area. Barangays Rosario, which includes contested areas between Municipality of Tagoloan and Municipality of Malitbog, Bukidnon and Sta Cruz, occupy relatively bigger areas (11.2%) than the other nine barangays.

Respondents in this study were the parents of Kindergarten pupils of Tagoloan Central School. The researcher followed the definition of Creswell, and Creswell (2018) about convenience sampling. It is a non-probability sample in which the researcher uses the subjects that are nearest and available. The researcher applied this method in order to better understand the experiences of kindergarten parents that reflects their own experiences and ideas on a study question in their own terms. The researcher asked the advisers of the 20 Kindergarten sections to recommend one parent to participate in the survey. There were twenty (20) respondents for this study because in Qualitative Research, the number of respondents matters according to Vasileio et al., (2018). It should be small enough for a deep case-oriented analysis of data and large enough to allow the unfolding of a new understanding (Kim 2016).

To affirm and to improve the quality of information after all the datas were gathered, the researcher used the Key Informant Interview (KII) in generating the respondents information and ideas. Key Informant Interviews provide flexibility to explore new ideas and issues that had not been anticipated in planning the study but that are relevant to its purpose. It also provided more information and helped to contribute to expanding the researchers understanding and deeper insights (Cossham, 2018).

The research instrument in this study was the Self-Monitoring Tool of Annex E in DepEd Order No. 31, s. 2020, The Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan. There are only two questions for the parents but the researcher made Question number 2 into two questions to make it more specific. The Question number 2 in the Self-Monitoring Tool is stated as "What are your comments and suggestions in the Modular Distance Learning?" The researcher made Comments as Question number 2 in this study and Suggestions as Question number 3 in this study. Since it was a narrative inquiry research design, the researcher added a "why" to Question number 1 in order for the respondents to share additional experiences to the question to give additional input to the researcher.

When the respondents were identified, they were asked to sign the letter given to them by the researcher that they allowed themselves to be part of the study and they answered the survey questionnaire with all honesty and they were given the assurance

that their answers were taken with utmost confidentiality. Upon agreement, the respondents were asked to answer the questionnaire with only three questions but needed longer answer. Answers of the survey were then collected, coded and themed for analysis and interpretation.

In analyzing the gathered responses of the respondents, the researcher used Thematic Analysis Technique. Thematic Analysis (TA) is a technique for recognizing and analyzing meaning, trends in a collection of data. This helped to identify patterns of themes, topics, ideas from their responses. The goal of a thematic analysis was to recognize themes, or significant and interesting trends in data, and then used these themes to address the research to make a point about a topic (Maguire and Delahunt, 2017). It also used Content Analysis Technique. It is defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding.

## Results and Discussions

### Problem 1. Do respondents' children accomplish the modular learning tasks? Why or why not?

**Table 1**

*Frequency of Responses of Respondents*

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	16	80
Sometimes	3	15
No	1	5
<b>TOTAL</b>	<b>20</b>	<b>100</b>

Table 1 shows the responses of the respondents if their children can accomplish the modular learning tasks given to them by their teacher. It reveals that 16 or 80% out of 20 respondents answered "Yes" and 3 or 15% answered "Sometimes" and only 1 (5%) answered "No". It can be inferred that there are more Kindergarten pupils who can carry out the competencies needed for Kindergarten pupils. It means that the Most Essential Learning Competencies (MELCS) in this time of COVID-19 pandemic really fit to the pupils at their stage. It further enlightens the researcher that Master Teachers followed what was reiterated by DM-CI-2020-000 or known as Clarification on the Use of the MELCS that they should develop Self-Learning Modules which apply contextualized MELCS. It is emphasized in this memorandum that the MELCS shall serve as the primary reference in determining and implementing learning delivery approaches that are suited to the local context and diversity of learners while adapting the challenges posed by COVID-19.

Based on the unstructured interview with the respondents, the children can accomplish the modules' learning tasks because they guide their children in doing it. Some give time or even set time for studying together. As one mother said, "I sit with her as she answers the learning tasks." And when it is hard for their children to answer the modules, they even help the. As another respondent admitted, "I help her answer the modules." Respondents remarked that Kindergarten pupils still need guidance in their studies.

On the other hand, there are pupils who can not accomplish the modular learning tasks based on the responses. There are reasons that can be considered. In this time of pandemic, children are adjusting to the new learning delivery modality. The parents too. It may be difficult for parents to impart instruction to their children while studying at home (Timmons et al., 2020). Parents should not only support their children in accessing the learning materials but also in the delivery of education (Pamling et al., 2020)

Table 2 shows the common reasons the respondents' children can accomplish the modular learning tasks. As the researcher coded their answers, it can be themed as Guidance from Parents. Out of 20 respondents, 16 or 80% of the parents of the Kindergarten pupils are able to answer the modular learning tasks because they are guided by their parents. They study and answer together. According to Timmons et al., (2020), it is an extra necessity of families to take on the role of teachers in delivering learning to their children. For Mundy (2020), parents now have a higher share of responsibility because they work as on-site learning facilitators to bridge the gap between pupils and teachers especially in Kindergarten because they are still young, they need personalized attention. Aside from parent's primary role in modular distance learning to promote learning at home, parents support their children in answering their self-learning modules by means of coaching and tutoring them. Luaña (2021) enumerated ways on how parents guide their children in answering modules namely: Guiding by explaining; guiding by giving examples; guiding by correcting their children's incorrect answers; guiding by 'Googling' the answer; and guiding by giving directly the correct answers.

**Theme 1: Guide/Guidance from Parents**

**Table 2**

<i>Responses</i>	<i>Code/s</i>
a. Yes, because I guide him in his answering his modules.	
b. Yes, provided that I guide him.	Guide/Guidance
c. Yes, if I guide her in her studies.	
d. Yes, because I guide her what to do.	Guide
e. Sometimes. He still needs guidance.	Guide
f. Yes, because I <u>sit with her</u> as she studies.	Guide
g. Yes, because I <u>am with her</u> as she studies.	Guidance
h. Yes, because I have time <u>guiding</u> her.	Sit with her
i. Yes. Because I set a time that we <u>study together</u> .	With her
j. Yes, because I <u>help her answer</u> the modules.	Guiding/Guidance
k. Sometimes. He still needs guidance.	Study together
	Help her Guidance

These ways are confirmed by parents who admitted that at first, they just explain the lessons and learning tasks to their children. But if it is really hard for the children to comprehend, they “Google” for answers or they are the ones answering the learning tasks. It is because they believe that some activities are still hard for Kindergarten pupils to pupils to answer. Children still need guidance.

**Theme 2: Time for Study**

**Table 3**

<i>Statements</i>	<i>Code/s</i>
a. Yes. If I <u>give time</u> teaching her.	Time
b. Yes. Because I <u>have time</u> guiding her.	
c. Yes. Because I <u>set a time</u> that we study together.	
d. Yes, because we set time for study and time for play.	
e. Yes, because we have schedule for study.	
f. No. I don't have time to teach her. I have work.	Schedule-time
g. Yes, because I give time for her studies.	With her-time
h. Yes, because I sit with her as she studies.	
i. Yes, because I give time for her studies.	
j. Yes, because I am with her as she studies.	

Table 3 presents another responses of children's reason they can accomplish modular learning tasks. After the responses are coded, it can be themed as Time for Study. There are 16 or 80% parents who responded that their children can accomplish the modular learning tasks because they give time or set time for their children's studies. They set time for study and for play. This implies that there are parents who are supportive to their children because Kindergarten pupils being young need supervision from parents. But there are also parents who do not have time to teach or guide their children. There are parents who do not have time because they are working to support their respective families. Not all parents in Tagoloan Central School are well to do, some parents, bot the father and mother are working to earn for a living. They just leave their children to study by their own. When they come home from work, they are busy with household chores that when they already have time for study, their children are already sleeping. One parent said that she does not have time to teach her child because of her work. According to Delgado (2019) that it is hard for the parents to support their children in their studies if families have limited financial means.

**Theme 3: Tired/Bored**

**Table 4**

<i>Statements</i>	<i>Code</i>
a. Sometimes. He lacks attention. He is thinking of his toys.	Bored/Play Tired
b. Sometimes. He easily gets tired.	Bored
c. Sometimes. He gets bored.	

Table 4 presents responses of parents whose children cannot accomplish the modular learning tasks. As coded, the responses are themed as Tired and Bored. The three respondents who answered Sometimes in Table 1 have the reasons that sometimes their children cannot accomplish the modular learning tasks because their children either lack attention because of their toys, easily get tired or get bored. One mother said in an unstructured interview, *“Agoi ang dulaan ra man ang gihuna-huna, pakapoy-kapoy dayon pag mag module na mi.”* It means that there are still children in Kindergarten age who are not yet ready for formal studies. It can also be inferred that these learners lack interest in their modules. Apriyanti (2020) discovered that kindergarten and primary school parents face problems during the Covid-19 pandemic such as being unable to guide their children to learn and children’s lack of concentration, unwillingness to learn, desire to go to school, inability to learn online and limited comprehension of the material.

**Problem 2. What are the respondents’ comments on Modular Distance Learning (MDL) for Kindergarten pupils?**

**Theme 1: Lacks/Less Learning**

**Table 5.**

<i>Statements</i>	<i>Code/s</i>
a. My child loves video games than answering modules.	Less learning.
b. In MDL, the child lacks learning because there is no discussion from the teachers.	No interest on MDL Lacks learning
c. They have less learning with the lessons because I don’t know some of the lessons.	Less learning Parents do not know the lesson.
d. It is hard for the child to understand the modules.	Hard to understand the module
e. Less learning from the modules.	Less Learning
f. MDL is okay because students are safe in this pandemic but they have less learning.	Less Learning
g. MDL is hard because my child doesn’t listen to me.	Less learning
h. The child has less learning.	Less learning
i. MDL is not fitted for kindergarten. They need teachers to teach them.	MDL is hard.
j. MDL needs guidance. If none, they have less learning.	MDL needs a teacher.
k. It doesn’t improve learning.	Less Learning
l. Kindergarten pupils need a teacher to teach them.	Less learning MDL needs a teacher.

Table 5 shows the common comments of the respondents on Modular Distance Learning (MDL) specifically the Modular Print or the use of Self-Learning Modules. As coded by the researcher, the 17 or 85% responses can be themed as Lack or Less Learning. It means that parents consider that their children have lack or less learning in MDL. Based on their responses, parents believe that MDL is not fitted for Kindergarten pupils because pupils need to have teachers to teach them and guide them. Lessons in the Self-Learning Modules are hard for Kindergarten without the teachers who actually are teaching them. One parent said, *“They have less learning because I don’t know some of the lessons.”* Parents may lack the knowledge of the topic found in the Self-Learning Modules of their children (Magsambol, 2021). Estrada (2021) added that it is difficult for the pupils to absorb all new lessons when there is no one who could teach the Kindergarten pupils.

DepEd Order No. 018, s. 2020 or known as the Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan states the purpose of these policy guidelines is to provide criteria and specifications for the supply of learning resources in the BE-LCP implementation. The learning materials serve as learning toolkits for students, with processes, instructions, and other details offered to aid in the learning process, all under the supervision of responsible adults and under the guidance and supervision of teachers. Self-learning modules for learning areas in Kinder-Grade 3 must be contextualized according to the language and context of the learner (D.O. 16, s. 2012).

**Theme 2. Safety**

**Table 6.**

<i>Statement</i>	<i>Code/s</i>
a. MDL now that it is pandemic-for their safety.	Safety
b. MDL is okay because the pupils are safe in this pandemic but they have less learning.	Safety

Table 6 responses as coded is themed as Safety. There are 12 or 60% respondents commented that Modular Distance Learning is good for the safety of their children in this time of pandemic. It is good for their children not to go out from their homes so they will not catch the COVID-19 and other viruses. Some parents said that they would rather have their children stay at home for blended learning until the virus is gone or the entire population has been immunized (Moaje, 2021). The sudden spread of the COVID-19 pandemic has delayed and slowed down everyone's daily activities. As a result, educational institutions have temporarily shuttered to prevent the virus from spreading. COVID-19 is highly transmissible as described in DM 0013, s. 2022 that it is advised that one way to prevent transmission is to stay at home. Parents care enough for their children that they preferred to have the MDL for the safety of their children. Even if they believe that their children will have less learning in MDL. *"MDL is okay because the pupils are safe but they have less learning."*

**Problem 3. What are the respondents' suggestions for Modular Distance Learning MDL?**

**Theme 1. Face-to-Face**

**Table 7**

<i>Statements</i>	<i>Code/s</i>
a.Face-to-face be back.	Face-to-face
b.Better to have face-to-face classes so the children will learn many things	Follow-up/ Face-to-Face
c.Teacher should have a follow-up to her pupils	
d.It is better for teachers to check if pupils have learned something from MDL by making a follow-up.	
e.It should be the teachers who will teach modules to the child not the parents because not all of us know how to discuss	Teachers will be the one to teach not the parents.-Face-to-Face
f. Pupils should have a day in a week to go to school so that their teacher will follow up them.	Going to school-Face-to-Face
g.Teachers should have time to visit the pupils in their homes to follow up.	Follow-up-Face-to-face

Table 7 shows the suggestions of the respondents. Out of the 20 responses, 17 or 85% of the respondents' suggestions for the Modular Distance Learning (MDL) as coded, is themed as Face-to-Face. Many of the respondents want Face-to-face classes. They believe that their children will learn better if there are teachers who teach their children because not all of them can teach their children well. *"It should be the teachers who will teach modules to the child not the parents because not all of us know how to discuss."* In this time that Face-to-face class is not yet allowed, the respondents suggest that the teacher of their children will visit their pupils at home to follow up the progress of their pupils. Even pupils prefer for face-to-face learning, according to previous research findings, because it is simpler to learn in class rather than at home with online learning when the teacher explains the topic directly. They can communicate and study together in the classroom (Megawanti et al., 2020).

Face-to-face learning is better than Modular Distance Learning because having to go to a class with a real teacher is livelier for learners compared to reading and answering a pile of modules. In a classroom setting, teachers can better control their topics because they are no longer compressed to fit the modules. Going to class with a real teacher is more engaging for students than reading a stack of modules. In a classroom atmosphere, students can grow and feel more comfortable while engaging with and learning from one another (Business Mirror, 2022).

**Theme 2. Lessen Activities/More Examples**

**Table 8**

<i>Statements</i>	<i>Code/s</i>
a.MDL needs plenty of examples so the child can answer the activities	More examples
b. Lessen the modules in a week.	Lessen the modules

The other common answers of the respondents as coded is themed as Lessen Modules or More Examples needed for MDL. Out of the 20 respondents 16 or 80% have the same suggestion that Self-Learning Modules should be lesser in a week but it needs more examples so their children can understand better. Olivo (2021) said in his study that parents complained that the time allowed to complete the exercises in the module was insufficient because there were so many activities in such a small space and a brief amount of time. Similarly, some parents, stated that due to a lack of proper education, parents are unable to provide learners with knowledge that they could utilize to assist their children in completing their learning modules.

Moreover, teachers should set reasonable expectations and use their professional judgment to achieve a good balance between what is successful and what is practicable to do remotely. Written works shall be administered to assess essential information

and understanding through quizzes and long/unit tests. Items should be spread throughout the Cognitive Process Dimensions (Department of Education, 2015 ) using a combination of selected-answer and constructed- response forms so that all are sufficiently covered.

Activity-based learning is a method of instruction in which the pupils take an active role in his or her own education by participating in, experimenting with, and exploring various learning activities. It entails learning-by-doing, learning-by-questioning, and learning-by-solving difficulties, in which learners apply their newly gained skills in a relevant learning context to cement their knowledge (Biswas et al., 2018).

## Conclusions

This study explored the lived experiences of Kindergarten Parents on Modular Distance Learning. Based on the findings, conclusions were made. For the first problem whether the parents' children who are Kindergarten pupils can accomplish the Modular Learning tasks and their reasons of their responses, below were the conclusions made.

There are more children or Kindergarten pupils who can accomplish the Modular Learning Tasks. The Most Essential Learning Competencies (MELC) suit to the Kindergarten pupils because the Modular Learning Tasks can be carried out by the Kindergarten pupils. Master Teachers who were tasked to craft the modules were able to observe the MELC.

Guide/Guidance from parents is important for the pupils to accomplish their Modular Learning Tasks. Parents' involvement like guiding children in their studies is important in the child's education especially with the Kindergarten pupils because they are still young. Kindergarten is the first formal education of children. Reading is taught in this level. Parents need to guide them in their reading, how much more in all other modules and learning tasks.

With this, parents need to set Time for Study. The other theme that prevailed when their responses were coded. Parents' time is important for their children's studies especially in this young age as Kindergarten.. Parents need to set a time with their children for study. Without time for study, there would be no learning and accomplishment of the childrens' Learning Tasks.

Moreover, it can also be concluded that children have problems in their focus and concentration. Considering the fact that they are kindergarten pupils, they really have a short attention span. Television, mobile phones and other gadgets also caused a big distraction in children's focus issues. These ma

On the second problem in this study which was about the parents' comments on Modular Distance Learning, it can be concluded that If the Self-Learning Modules (SLMs) used in the Modular Distance Learning are complete and comprehensive because these are evaluated by Master Teachers, parents still say that their children have lack or less learning because SLMs are not discussed by teachers. Not all parents are knowledgeable with the lessons that they can share to their children. But less learning in this time of pandemic does not matter to parents because they care so much for the safety of their children.

On the third problem in this study which was about the suggestions the parents can give, below were the conclusions made. Parents believed that pupils can learn better if there is a teacher-pupil interaction. Pupils can learn more with a teacher. It entails learning-by-doing, learning-by-questioning, and learning-by-solving difficulties, in which learners apply their newly gained skills. Than letting pupils answer several modules that cannot accomplish. It can be concluded that the allotted time is not enough to finish the tasks in the modules.

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