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PARENTS' PERCEPTION ON MODULAR DISTANCE LEARNING AND KINDER-GARTEN PUPILS' LEVEL OF DEVELOPMENTAL DOMAINS

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Developmental Domains, Modular Distance Learning, Parents' Perception, Distribution, Retrieval

ABSTRACT

This study sought to determine parents' perceptions on Modular Distance Learning (MDL) in terms of module distribution and retrieval, time allotment for each module, assessment of learning and its significant relationship to Kindergarten pupils' Developmental Domains. A total of 100 parents of the Kindergarten pupils of Tagoloan Central School were chosen using stratified random sampling as the respondents. This study used a mixed method research approach, which combined quantitative and qualitative methods. Results revealed that there is a significant relationship between the parents' perceptions on Modular Distance Learning (MDL) and the Kindergarten pupils' Developmental Domains. Parents are Strongly Satisfied with the MDL in terms of distribution and retrieval of modules, but only satisfied in terms of time allotment in doing the activities in the modules and assessment of learning because parents said during the unstructured interview that the number of activities and performance tasks are too many for the given time. It concluded that MDL specifically print modules can be carried out by the Kindergarten with the help of the parents, but it is recommended that print modules will have lesser activities and assessment following the Most Essential Learning Competencies in order for the Kindergarten pupils to accomplish the module at the time allotment.

INTRODUCTION

Education has a significant impact on the lives of pupils. Teachers are one of the most important tools in delivering high-quality education. Parents are essential educators' collaborators. This is especially true now that, due to the COVID-19 pandemic, face-to-face classes are prohibited. Learners who do not have the financial means to attend on-line classes are given learning modules, about which parents have differing opinions on the distribution and retrieval of modules, time allocation for each module, learning activities in the module, and learning assessment.

Philippines is committed to the challenges imposed by Education For All (EFA) and Work Plan on Education 2016-2020, particularly on Sustainable Development Goal (SDG) target 4.2: "By 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education" (EFA, 2015). The recent K-12 Program is Philippines' response to the world's challenge on early childhood education. Through Republic Act 10157, known as the "Kindergarten Education Act", the program mandates the compulsory offering of Kindergarten education for all 5 year-old Filipino children. Since its implementation of mandatory kindergarten in 2011, Philippines had obtained great achievement in its aim to provide universal access to early childhood education in the country (K to 12 Toolkit, 2012).

The lasting effect of early childhood education and care improves children's cognitive abilities and helps create a foundation for lifelong learning. During this time, teachers and students have no regular classroom meeting. Everything was conducted remotely and facilitated through other means of communication such as the use of telephone, text messaging, social media, the internet, and other online communication platforms to facilitate the distribution and submission of requirements and examinations (Phillips and Meloy, 2017).

In response to the situation, the Department of Education (DepEd) implemented the Basic Education Learning Continuity Plan (BE-LCP) which ensures that basic education will continue despite the threat imposed by the COVID-19 virus to all school personnel and learners. This ensures that the teachers will safely deliver education and learners will be able to continue learning safely. The BE-LCP states that education will be delivered via distance or remote learning platforms. Department of Education also recognizes the circumstances and situations of learners across the country and considers factors that may hinder their progress on distance learning (DepEd Order No. 012, s. 2020).

Thus, this study inspired the researcher to find out the relationship between the parents' perception on Modular Distance Learning and Kindergarten pupils' level of Developmental Domains at Tagoloan Central School for the School Year 2021-2022.

Conceptual Framework

This study is guided under Department of Education Order No.31, s. 2020 or known as Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan on which the school must adopt assessment and grading practices that can most meaningfully support learner development and respond to varied contexts at this time. The unprecedented challenges to education, teachers and parents must adopt to alternative learning modalities to ensure that learners achieve essential curricular goals.

Hence, the Regional Office (RO), through the Curriculum Learning and Management Division (CLMD), initiated the Curriculum Management Support System (CMSS). It is an online monitoring of schools' compliance with DO No. 31, s. 2020 and of learners' performance per quarter for all the learning areas from Kindergarten to Senior High School. Curriculum Management Support System (CMSS) will serve as a monitoring and evaluation tool. At the end of every quarter, a progress report will be provided to the parents. Overall performance of the learner based on all the evidences will be summarized in the progress report. The progress report contains a cluster of representative skills across developmental domains and content areas. Each of the representative skills listed in the progress report is linked to one or more competencies in the Kindergarten Curriculum Guide (Regional Memorandum No.101, s.2021).

Qualitative ratings shall be used in the progress report instead of numerical grades because these are more appropriate to the age and development of kindergarten learners. These are the following and rated to Curriculum Management Support System (CMSS): **Consistent (C)** – consistent means that the pupil consistently and independently meets expectations with grade level material. Pupil can independently apply understanding in different contexts; **Developing (D)** – Developing means that the pupil requires support and prompting to be successful in meeting grade level expectations with grade level materials. Pupil can apply understanding in different contexts with support; and **Beginning (B)** – Beginning means that the pupil requires intensive and consistent support and/or interventions to be successful with grade level materials. Pupil is not able to apply understanding in different contexts without intensive support. These Qualitative Ratings served as the Dependent Variables in this study.

Tagoloan Central School implements the Modular Distance Learning specifically the modular prints using the Self-Learning Modules (SLMs) which parents will get and return modules at a given schedule. The parents will assist their children's studies with the SLMs. Thus, this study is also anchored on Olivo's (2021) study that parents have different perceptions on Modular Distance Learning which will serve as the Independent Variables in this study. These are the Distribution and Retrieval of Modules, Time Allotment for each module, Learning Activities in the module and Assessment of Learning

Methodology

This study utilized qualitative and descriptive correlational research design. A research design, according to Stangor and Walinga (2019), is a process that a researcher utilizes to gather, analyze, and interpret data. Descriptive study is research that aims to give a glimpse of the existing situation. Gives a rather complete picture of what's going on at any given time. Allows for the formulation of research questions. Correlational study is research that aims to uncover correlations between variables and anticipate future events using current information. It enables for the assessment and prediction of expected relationships between and among variables. Can evaluate these relationships in real-life situations.

Descriptive research is a type of study that focuses on describing the features of the population or issue under investigation. This methodology places a greater emphasis on the "what" of the research topic rather than the "why" of the research topic. The descriptive research method focuses on identifying the characteristics of a demographic group rather than "why" a phenomena happens. In other words, it "describes" the research topic without explaining "why" it occurs. Descriptive research is a type of quantitative study that aims to collect measurable data for statistical analysis of a sample population. It is a widely used market research method that allows us to collect and define the characteristics of demographic segments (QuestionPro, 2021).

This study was conducted to the parents of the twenty (20) Kindergarten classes of Tagoloan Central School, Division of Misamis Oriental. Tagoloan is one of the municipalities of the province of Misamis Oriental, is a 1st class municipality. It is located to the east of Cagayan de Oro City and located south-east of the Macajalar Bay. It has subdivided into 10 barangays. Barangay Poblacion where the school located, population as determined by the 2020 Census was 10,326. this represented 12.86% of the total population of Tagoloan. Poblacion is situated at approximately 8.5385, 124.7540 in the island of Mindanao. Elevation at these coordinates is estimated at 12.9 meters or 42.3 feet above sea level.

Tagoloan Central 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. The supervising teacher then was Mr. Alcoseba from Cebu. He supervised all the way down Tagoloan to Balingasag.

Tagoloan Central School is located in an urban community with busy street. The school is within the business and commercial center of the town, then accessible to all forms of land transportation. The people of Tagoloan are a mixture of different ethnic groups. Cebuano dialect is the most common dialect spoken by the people residing in the area. Majority is Roman Catholic but other religious groups are also present. There is even a Muslim community in a nearby barangay.

Tagoloan Central School manage by school principal with 104 teachers and two non-teaching personnel; ten Master Teachers, fifteen Teacher III, sixteen Teacher II and sixty-three Teacher I. There are 3,641 students enroll at Tagoloan Central School this School Year 2021 - 2022.

The respondents of the study were select parents of the twenty (20) Kindergarten classes of Tagoloan Central School through stratified random sampling. With the 550 parents in the kindergarten, at 5% margin of error there were 100 parent-respondents in this study. The same number were the pupil-respondents whose developmental domains were taken as data.

There were two research instruments that utilized in this study. First, was a modified questionnaire anchored on the study of Olivo (2021). And the second instrument was the Curriculum Management Support System (CMSS) where the Developmental Domains ratings are found. The parents were requested to answer the survey questionnaire either through Google Form or through hard copy. They were assured that their answers were taken with utmost confidentiality. For the pupils' developmental domains, the researcher wrote a letter asking permission from the school principal to allow her to take the rating of the developmental domains of the pupils as one the data of her study.

Validity of the modified questionnaire was done through asking two experts to judge the questionnaire in order to gather suggestions in improving the questionnaire. Table 1 presents the result of the Validity of the test. Validator 1 was one of the Kindergarten parents whom the researcher believed to be good to judge the questionnaire. The Validator 2 was one of the teachers in Kindergarten in Tagoloan Central School.

To get the Reliability of the test, the researcher-made questionnaire was conducted to Kindergarten parents who were not respondents of the study to ensure that the instrument is simple and can be easily understood through Cronbach Alpha. Table shows the Reliability Test Result using Chronbach Alpha. Indicators for the two variables were tested Good and Indicators of the other two variables were tested Excellent. It means that the modified questionnaire was Accepted to be used for the survey in this study.

The following statistical treatments were utilized to analyze the data of the study:

Problem 1. Mean value and Standard Deviation were used to present the parents' perception on Modular Distance Learning.

Problem 2. Frequency and Percentage were used to present the ratings of the Developmental Domains of the kindergarten pupils.

Problem 3. F-test ANOVA was used to get the significant difference of the Parents' Perception on Modular Distance Learning.

Problem 4. Pearson Product Correlation Coefficient was used to determine the significant relationship between the Parents' Perception on Modular Distance Learning to the level of the Developmental Domains.

Results and Discussions

Problem 1. What is the parents' perception on modular distance learning in terms of:

- a. Distribution and Retrieval of Modules;
- b. Time Allotment for each Module;
- c. Learning Activities in the Module; and
- d. Assessment of Learning?

Table 1

Parents' Perception on Modular Distance Learning (MDL) in terms of Distribution and Retrieval of Modules.

INDICATORS	MEAN	SD	DESCRIPTION	INTERPRETATION
A. DISTRIBUTION AND RETRIEVAL OF MODULES.				
1 There is a schedule for Distribution and Retrieval of Modules.	3.74	0.46	Strongly Agree	Strongly Satisfied
2 Distribution and Retrieval of Modules are well organized.	3.69	0.51	Strongly Agree	Strongly Satisfied
3 There is instruction given to parents during the Distribution and Retrieval of Modules.	3.71	0.50	Strongly Agree	Strongly Satisfied
4 Teachers are kind and welcome us during the Distribution and Retrieval of Modules.	3.72	0.47	Strongly Agree	Strongly Satisfied
5 The schedule for distribution and retrieval is suited to the availability of the parents.	3.56	0.66	Strongly Agree	Strongly Satisfied
Total	3.68	0.52	Strongly Agree	Strongly Satisfied

Note: 3.25-4.00 Strongly Agree-Strongly Satisfied; 2.50-3.24 Agree-Satisfied;
1.75-2.49 Disagree-Dissatisfied; 1.00-1.74 Strongly Disagree-Strongly Dissatisfied

Table 1 shows the parents' perception on Modular Distance Learning (MDL) in terms of Distribution and Retrieval of Modules. It reveals that it has an Overall Mean of 3.68 (0.025 SD) with a description of Strongly Agree and interpreted as Strongly Satisfied. This means that parents have no problem with the schedule and their availability in getting and returning of modules of their children. This implies that the system Tagoloan Central School has for the Distribution and Retrieval of Modules is great because parents are Very Satisfied. As one parent said during the KII that she likes how she is welcomed in the school. "*Ganahan ko magtimbaya ang teacher sa ako pag muadto ko sa school*". Another parent added that she likes to get the module by herself because the teacher will give instructions on how the modules are to be answered. "*Ganahan ko ako mismo magkuha sa module kay ang teacher magtudlo unsaon pag answer sa module*".

The indicator, "There is a schedule for Distribution and Retrieval of Modules" has the highest Mean of 3.74 (0.46 SD) with a description of Strongly Agree and interpreted as Strongly Satisfied. This means that Tagoloan Central School is already organized. Modular Distance Learning is already on its second year of implementation. With this span of time the parents do not have any more problem in the schedule. It implies that teachers and parents are already accustomed with the system of the school in the Distributions and Retrieval of modules. It can also be inferred that there is discipline imposed in the school with regards to the schedule that teachers and parents follow. As one parent remarked that she likes the schedule in getting and returning of modules because the teachers are ready with the modules on hand. "*Ganahan ko sa ila schedule kay naa gyud ang teacher ug naa gyud modules mahatag*". Another parent agreed especially that they can get the modules any hour of the scheduled day. "*Bitaw, makakuha ko sa module maskin unsa oras sa adlaw na sa ato sa pagkuha sa modules*". Such remark agrees to the indicator "The schedule for Distribution and Retrieval of modules is mindful of the availability of the parents." which got the lowest Mean of 3.56 (0.66 SD) with the description of Strongly Agree and interpreted as Strongly Satisfied. "*Ganahan ko sa schedule kay kay pwede ko moadto pagkahuman na nako laba*." a statement from a parent who said that she likes the schedule of the Distribution and Retrieval of Modules because she can go after she is done with her laundry. It means that they can get and return modules anytime as long as it is the scheduled day. It implies that availability of parents is considered in the school. Parents can get and return modules at their convenient hour on the scheduled day. It can be inferred that there is a day scheduled for Distribution and Retrieval of Modules but there is no exact time. Parents can get in the morning or in the afternoon or anytime on the scheduled day.

Distribution and retrieval of modules is Tagoloan Central School is not anymore challenging like what Melorin (2021) has mentioned in his study. The school is already organized compared to the time Melorin (2021) conducted in his study. It is true in Olivo's (2021) study that parental involvement is needed in Modular Distance Learning to avoid overcrowding in getting and returning of modules. With the schedule day and flexible time implemented by the school, it avoids overcrowding and spread of COVID-19.

Table 2

Parents Perception on Modular Distance Learning in terms of Time Allotment for each Module

INDICATORS	MEAN	SD	DESCRIPTION	INTERPRETATION
1 There is time given to return and get module.	3.44	0.70	Strongly Agree	Strongly Satisfied
2 The time in getting and returning of modules in school is flexible.	3.36	0.63	Strongly Agree	Strongly Satisfied
3 The child has a lot of time to read and answer the tasks.	3.37	0.64	Strongly Agree	Strongly Satisfied
4 The teacher provided us with tips on how to use time to answer the modules wisely.	3.47	0.69	Strongly Agree	Strongly Satisfied
5 The child is able to cope with the subjects within the time given.	2.26	1.21	Disagree	Dissatisfied
Total	3.18	0.77	Agree	Satisfied

Note: 3.25-4.00 Strongly Agree-Strongly Satisfied; 2.50-3.24 Agree-Satisfied;
1.75-2.49 Disagree-Dissatisfied; 1.00-1.74 Strongly Disagree-Strongly Dissatisfied

Table 2 presents the parents' perception on Modular Distance Learning (MDL) in terms of Time Allotment for the module. The overall Mean is 3.18 (0.77 SD) with a description Agree and interpreted as Satisfied. Based on the indicators in this variable, parents are just Satisfied with the time allotment because not at all times their children can cope with the subjects within the given time. There are times that their children are not interested with the topic in their modules so they only answer their modules slowly. *"Naa time na dili ganahan ako anak mag-answer sa modules kay di ganahan sa topic .maghinay-hinay na dayon siya"*. However, the parents are provided by teachers with tips to use time wisely. This means that parents are guided using the Individual Learning Monitoring Plan (ILMP) in answering the modules.

The indicator, "The teacher provided us tips on how to use time to answer the modules wisely." got the highest Mean of 3.47 (0.69 SD) with a description Strongly Agree and interpreted as Strongly Satisfied. There are times that there are several modules given for a certain topic with the same time allotment with the other subjects. For a kindergarten pupil, it might be hard for them to answer all. *"Naa man gud usahay na daghan kaayo sulod ang module na buhatunon na dila mahuman sa gihatag na schedule"*. Part with tips to use time wisely, parents are guided. The tips point the Individual Learning Monitoring Plan (ILMP) described in Deped Order No. 31, S. 2020. ILMP is prepared by a teacher which contains the topics and schedule to follow by the pupils in studying the modules. This ILMP will help parents and pupils manage their time wisely.

However, the indicator "The child is able to cope with the subjects within the time given" has the lowest Mean of 2.26 (1.21 SD) with a description Agree and interpreted as Satisfied. This means that their children cannot comply with all that are in the modules. It can be inferred that the number of modules or activities in the modules is more than the time allotted to do all the tasks. A parent can attest those activities in the modules are too plenty that cannot be finished at an allotted time. *"Daghan ra kaayo ang activities para sa gihatag na oras."*

Based on the study of Trovela (2021), that some of the ways/strategies that parents do in guiding the learners in answering the modules include constant reminding of deadlines as guide for learners to finish the modules, explaining to the learner the parts of the modules which are not clear, and giving time allotment to properly finish the task.

Table 3 reveals the parents' perception on Modular Distance Learning (MDR) in terms of Learning Activities in the Module. Result shows that parents are Strongly Satisfied with the Learning Activities in the modules as manifested with the overall Mean of 3.33 (0.61 SD) with a description of Strongly Agree and interpreted as Strongly Satisfied. This means that parents acknowledged that the activities are good for their children to accumulate expected competencies. These are child-friendly and suited to their children. Learning Activities are understandable because lessons are localized for which encourage diligent learning. One parent said that her child can really answer the Learning Activities in the module as long as there is enough time. *"Kaya na sa ako anak ang mga activities sa module basta naay taas na oras"*. The statement agrees with Table 2 result which is MDL in terms of Time Allotment in which parents are Satisfied but not Strongly Satisfied with the time.

It can be implied that Learning Activities are plenty in which Time Allotment is not enough. Parents appreciate the Learning Activities in the module but there are too plenty to be finished on time especially that these are not easy lessons, they still need to discuss these lessons to their children. Besides, their children are still in Kindergarten. These are lessons that are hard to understand by their children without their explanation. *"Naa gyud lessons and activities na lisod sabton deritso pero pag explain na, na enjoy raman hinoon nila"*.

Table 3

INDICATORS			DESCRIPTION	INTERPRETATION
	MEAN	SD		
1The activities are enough to allow learners to acquire the expected competencies.	3.28	0.71	Strongly Agree	Strongly Satisfied
2The activities are child friendly or are suited to the children.	3.40	0.55	Strongly Agree	Strongly Satisfied
3The Learning activities are localized.	3.35	0.59	Strongly Agree	Strongly Satisfied
4 Learning Modules teach my child to be diligent in his/ her studies/task	3.31	0.60	Strongly Agree	Strongly Satisfied
5The activities in the learning modules are enjoyable.	3.29	0.62	Strongly Agree	Strongly Satisfied
Total	3.33	0.61	<i>Strongly Agree</i>	<i>Strongly Satisfied</i>

Note: 3.25-4.00 Strongly Agree-Strongly Satisfied; 2.50-3.24 Agree-Satisfied;
1.75-2.49 Disagree-Dissatisfied; 1.00-1.74 Strongly Disagree-Strongly Dissatisfied

The indicator "The activities are child-friendly and are suited to the children" has the highest Mean of 3.40 (0.53 SD) with a description of Strongly Agree and interpreted as Strongly Satisfied. This implies that the Learning Activities are comprehensible by kindergarten pupils. Once the topics are explained by parents, the children can understand the lessons because these are presented at their level. The parents find Learning Activities to have given good impressions to their children since they Strongly Agree that these are Child-friendly. "*Gwapo man ang mga activities sa module, ganahan man ang bata pag ako na ang mag explain*". Parents Strongly Agree that "Learning Activities are enough to allow learners to acquire the expected competencies" which has the lowest Mean of 3.28 (0.71 SD) which is still interpreted as Strongly Satisfied. For them, Learning Activities are necessary lessons for Kindergarten pupils. That is true because Learning Activities in the Modular Distance Learning are the Most Essential Learning Competencies (MELC) prescribed by the Department of Education. In this pandemic time some competencies are fused and others are chosen as the Most Essential Competencies for every grade level. This implies that parents conform to the Learning Activities given to their children. The children as well, like and can grasp the Learning Activities given to them because these are according to their stage or level of understanding.

Table 4

INDICATORS			DESCRIPTION	INTERPRETATION
	MEAN	SD		
1 Assessment of learning in the modules are hard for Kindergarten pupils.	2.38	1.05	Disagree	Dissatisfied
2 Assessments in the module are contextualized.	3.11	0.69	Agree	Satisfied
3 Assessments in the module are plenty.	2.84	0.85	Agree	Satisfied
4 Assessments in the modules need explanation by the teacher.	3.05	0.82	Agree	Satisfied
5 Assessments in the modules can easily be answered by Kindergarten pupils.	3.12	0.79	Agree	Satisfied
Total	2.90	0.84	<i>Agree</i>	<i>Satisfied</i>

Note: 3.25-4.00 Strongly Agree-Strongly Satisfied; 2.50-3.24 Agree-Satisfied;
1.75-2.49 Disagree-Dissatisfied; 1.00-1.74 Strongly Disagree-Strongly Dissatisfied

Table 4 posts the parents' perception on Modular Distance Learning in terms of Assessment of Learning. It has an overall Mean of 2.90 (0.84 SD) with a description of Agree and interpreted as Satisfied. This implies that Assessment of Learning in the modules are not so appreciated by parents. Based on the indicators, parents agree that their children can understand and answer the assessment. They even disagree that assessment in the modules are hard because these are contextualized based on their level of understanding. However, it is mentioned in one of the indicators that it needs explanation from the teacher. Parents admitted that there are things that they cannot explain, "Naa gyud lisod sabton mam kay..." Another parent also admitted that they need to help their children to answer their modules because they do not want their children to fail.

"Tinuod gyud na tabangan gyud namo amo anak sa pag answer sa ila modules kay dili mi gusto mabagsak amo anak."

The indicator, "Assessments in the modules can easily be understood by Kindergarten pupils," has the highest Mean of 3.12 (0.78 SD) with a description of Agree and interpreted as Satisfied. True to the statement in the previous paragraph, children can easily answer the modules because their parents help them. This implies that children, especially Kindergarten pupils can answer Assessment in the modules with the help of their parents. Parents really want the best result of assessment of their children. Curin et al., (2019) said that parents try to guard their children against the negative effects of assessment. A parent said, "...kay dili mi gusto mabagsak amo anak," when assessment purpose is to assess children's understanding and learning (DO No. 31, s. 2020) or known as Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan.

The indicator, "Assessment of Learning in the modules are hard for Kindergarten," has the lowest Mean of 2.38 (SD 1.05) with a description of Disagree and interpreted as Dissatisfied. This means that parents disagree that assessment of learning in modules are hard. They just need to assist or help their children because they are still young. It is their first stage in the formal education which supposedly need a true teacher to help them. *"Sayon ra man gyud ang mga naa sa modyul pero kinahanglan ug tudlo sa teacher na motabang sa ila."*

Table 5

Overall Parents' Perception on Modular Distance Learning (MDL)

INDICATORS	MEAN	SD	DESCRIPTION	INTERPRETATION
Distribution and Retrieval of Modules	3.68	0.52	Strongly Agree	Strongly Satisfied
Time Allotment for each Module	3.18	0.77	Agree	Satisfied
Learning Activities in the Module	3.33	0.61	Strongly Agree	Strongly Satisfied
Assessment of Learning	2.90	0.84	Agree	Satisfied
Overall	3.27	0.69	Strongly Agree	Strongly Satisfied

Note: 3.25-4.00 Strongly Agree-Strongly Satisfied; 2.50-3.24 Agree-Satisfied;
1.75-2.49 Disagree-Dissatisfied; 1.00-1.74 Strongly Disagree-Strongly Dissatisfied

Table 5 presents the overall result of the parents' perception on Modular Distance Learning (MDL) in terms of Distribution and Retrieval of Modules, Time Allotment for each module, Learning Activities in the Module and Assessment of Learning. Result shows that the overall Mean is 3.27 (0.68 SD) with a description Strongly Agree and interpreted as Strongly Satisfied with Modular Distance Learning (MDL). Parents accept the new normal Learning Delivery Modality on which Tagoloan Central School implements the Modular Distance Learning (MDL) specifically in Print Modules. In MDL, parents will get modules from the school and will serve as teachers to their children. Parents have shared responsibility with the teachers in teaching their children (Delgado, 2019).

Among the four variables for the parents' perception on Modular Distance Learning (MDL), Distribution and Retrieval of Modules has the highest Mean of 3.68 (0.52 SD) with a description Strongly Agree and interpreted as Strongly Satisfied. This implies that parents are Strongly Satisfied with MDL because they do not have problem in getting and returning of modules. There is a scheduled day to get and return of modules. It appears in the survey that parents can get anytime according to their availability as long as it is on the scheduled day. In Tagoloan Central School therefore, has the well-organized Distribution and Retrieval of Modules. It really avoids overcrowding and the spread of COVID-19. Parents are welcomed by the teachers and they are given Individual Learning Monitoring Plan (ILMP) to guide them in their studies with their children. ILMP will help parents to constantly remind their children of deadlines (Trovela, 2021) to finish their modules on time.

Assessment of Learning variable in the parents' perception on MDL has the lowest Mean of 2.90 (0.84 SD) with a description Agree and interpreted as Satisfied. This result does not connote negative impression but this has only Satisfied interpretation, this means that parents are expecting more to make it Strongly Satisfied. Based on the indicators in this variable that their children can understand and answer the modules but it needs their guidance and explanation because they do not want their children to fail. They believe that the Assessment of Learning in the modules are holistic and authentic capturing the Most Essential Learning Competencies as mentioned in DepEd Order No. 31, s. 2020 or known as the Interim Guidelines for Assessment and Grading in light of Basic Education Learning Continuity Plan. But they also believe that teachers are best needed in their children's learning assessment. As parents do not have pedagogical education as teachers do. (Poskitt, 2018).

Problem 2. What is the level of developmental domain of the Kindergarten pupils of Tagoloan Central School?

Table 6

<i>Pupils' Developmental Domains</i>		<i>f</i>	<i>%</i>
	<i>Consistent</i>	52	52
	<i>Developing</i>	47	47
	<i>Beginning</i>	1	1
	Total	100	100

Table 6 is the level of Developmental Domains of Kindergarten pupils of Tagoloan Central School. Developmental Domains refer to specific aspects of growth and changes in children. These are rated as Beginning, Developing and Consistent. The table shows that 52 (52%) of the pupils who are respondents in this study have Consistent rating. Only 1 (1%) is rated as Beginning. DepEd Order No. 47, s. 2016 defines pupils with a Consistent rating have always demonstrated the expected competency like always participate in the different activities, work independently, always perform tasks, and advance in some aspects.

The table implies that there are more Kindergarten pupils who have Consistent rating than pupils under Developing and Beginning. This means that they have parents who constantly go to school to get and return modules and diligently guide the children in their studies to finish answering and complying tasks in the modules on time. It is the vital role of parents to support their children in their studies at home (Hwang & Hariyanti, 2020). Most parents in this study are with their children, guiding, helping, and coaching in their studies.

Problem 3. Is there a significant difference in the parents' perception on Modular Distance Learning?

Table 7

Significant Difference of the parents' perception on Modular Distance Learning

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	31.95	3.00	10.65	38.18	0.00	2.63
Within Groups	110.47	396.00	0.28			
Total	142.42	399.00				

Legend: P value=0.05

Table 7 displays the significant difference of the parents' perception on Modular Distance Learning. Since the p-value of 0.00 is less than the alpha of 0.05, this suggests that the null hypothesis is rejected because there is a Significant Difference manifested. It means that there is a detectable difference among the variables.

Parents are Strongly Satisfied in the Distribution and Retrieval of Modules which is practiced in Tagoloan Central School. It is well-organized. A regular schedule is already implemented in the school. Teachers give warm welcome to parents. They also give parents tips on how to manage their time for study with their children. However, in Time Allotment variable, parents have some comments. Parents are just Satisfied not Strongly Satisfied because, based on the survey, they found their children that at times cannot beat the deadlines of their modules. Their children can answer the modules but the time allotment seems not enough to finish the modules. For the parents the Learning Activities are plenty for the Time Allotment. Parents admit that they help their children in understanding, and doing the Learning Activities so it will be complied, especially in the Assessment of Learning. Parents want their children to understand the lesson and get good scores in the assessment.

Problem 4. Is there a significant relationship between the parents' perception on Modular Distance Learning and pupils' Developmental Domains?

Table 8 presents the Significant Relationship of the Independent Variables to Dependent Variables. The table displays the Significant Relationship of the parents' perception on Modular Distance Learning (MDL) to the Developmental Domains of the Kindergarten pupils of Tagoloan Central School. It can be seen that each variable of the parents' perception has Very Low Positive Correlation but since the p-value is less than the alpha of 0.05, it means that the null hypothesis is rejected because it has a Significant Relationship. Overall, it has a Moderate positive correlation.

Table 8

Significant Relationship between parents' perception on Modular Distance Learning and pupils' Developmental Domains

Parents' Perception on Modular Distance Learning in terms of:	r value	P value	Remarks	Decision	Interpretation
Distribution And Retrieval of Modules	0.76	0.00	Very High positive correlation	Reject null hypothesis	Significant relationship
Time Allotment for Each Module	0.20	0.00	Very Low positive correlation	Reject null hypothesis	Significant relationship
Learning Activities in The Module	0.24	0.00	Very low positive correlation	Reject null hypothesis	Significant relationship
Assessment Of Learning	0.11	0.00	Very low positive correlation	Reject null hypothesis	Significant relationship
Distribution And Retrieval of Modules					
Time Allotment for Each Module	0.48	0.00	Moderately Low positive correlation	Reject null hypothesis	Significant relationship
Learning Activities in The Module					
Assessment Of Learning					



Result implies that parents' perception on MDL is related to the Developmental Domains of the pupils. MDL may seem hard to be in the life of the parents because they act as para-teachers. They need to give time to their children for study, for answering and for doing performance tasks, but since they are parents who really support their children, they continue to support the studies of their children like in the Distribution and Retrieval of Modules. It can be understood the parents are Very Satisfied with the system. The children are well-supported by their parents.

As one parent said, "Naa gyud ko masulti aning Modular Distance Learning kay lahi ra gyud sauna na style, karon apil ta muraga ga eskwela" (I can really comment in this Modular Distance Learning because it is quite different from before; now, it seems that parents are also schooling).

Conclusions

Based on the findings, the study came up with the following conclusion:

1. Parents of Tagoloan Central School are Strongly Satisfied with the schedule of Distribution and Retrieval of modules especially that it is suited to their availability. They are also Strongly Satisfied with the system because it is well-organized. They appreciate the teachers because when they come to school, the teachers welcome them and are kind to give them instruction about the modules.

The teachers assist them in managing their time in doing and answering their children's modules. The researcher believed that the tips on how to use the time to answer the modules is the Individual Learning Monitoring Plan (ILMP) which the teachers give it to each parent as their guide for their children's studies.

On the other hand, parents are also Strongly Satisfied with the Learning Activities used in MDL. They found it child-friendly which is pleasant to the Kindergarten pupils. Learning Activities are enough to acquire the expected competencies. This means that the Master Teachers in Tagoloan Central School who were tasked to craft Learning Activity Sheets have applied the Most Essential Learning Competencies (MELC) because parents have found that the Learning Activities have suited to the Kindergarten pupils.

Even in the Assessment of Learning in MDL, the parents found it suited to the Kindergarten level of understanding. Based on the survey in this study, parents disagreed that assessment of Learning in the modules are hard. The Most Essential Learning Competencies (MELC) are strictly observed in the Department of Education.

2. The Kindergarten pupils in Tagoloan Central School are doing good. They are aware of Modular Distance Learning (MDL) with

its learning delivery because most of them are rated Consistent in their Developmental Domains. They are adjusted with the teaching-learning approach in this COVID-19 pandemic. This also means that parents coach their children in their studies. Parents are diligent and good listeners because they are able to follow the instructions of the teachers which were given on the day they get or return modules.

3. The parents' perception on Modular Distance Learning in terms of Distribution and Retrieval of Modules, Time Allotment, Learning Activities and Assessment of Learning has Significant Difference. Distribution and Retrieval of Modules are well-appreciated by the parents. They do not find problem with the system. It is well-organized with teachers who are kind while giving them instruction on how to manage their time to accomplish the modules.

4. The parents' perception on modular distance learning and kindergarten pupils' level of developmental domains have Significant Relationship. Parents' perception on Modular Distance Learning is significantly associated with the level of Developmental Domains of the pupils.

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