Effectiveness of Modular Approach in Teaching Primary Grades Amidst Pandemic Education

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Abstract: Effectiveness of Modular Approach in Teaching Primary Grades Amidst Pandemic Education. Objectives: This study determined the effectiveness of modular approach in teaching primary grades amidst pandemic education. Specifically, this investigated the profile of the primary grade teachers, level of effectiveness of modular approach in teaching primary grades and the suggestions to enhance the implementation of printed modular learning amidst pandemic education. **Methods:** Descriptive survey research design was used which described data gathered from 96 purposively selected respondents .Survey using questionnaire with 5-point Likert Scale was utilized by the study. Data were tabulated and appropriately treated using frequency count, percentage and weighted mean. These provided the most fit way of analysis and interpretation of the research data. **Findings:** An overall weighted mean of 3.53 for the level of effectiveness on modular approach in teaching primary grades amidst pandemic education was computed.**Conclusion:** The primary grades teachers were dominated by female teachers. A high effectiveness on modular approach in teaching Grades 1,2 and 3 learners was achieved. There were also various suggestions to enhance the implementation of printed modular learning amidst pandemic education.

Keywords: modular approach, modules, teaching, primary grades.

***Abstrak: Efektifitas Pendekatan Modular dalam Mengajar Siswa Sekolah Dasar di Tengah Pandemi. Tujuan:** Studi ini menentukan keefektifan pendekatan modular dalam pengajaran kelas dasar di tengah pendidikan pandemi. Secara khusus, ini menyelidiki profil guru kelas dasar, tingkat keefektifan pendekatan modular dalam mengajar kelas dasar dan saran untuk meningkatkan penerapan pembelajaran modular tercetak di tengah pendidikan pandemi. **Metode:** Desain penelitian survei deskriptif digunakan yang menggambarkan data yang dikumpulkan dari 96 responden yang dipilih secara purposive. Survei menggunakan kuesioner dengan Skala Likert 5 poin digunakan dalam penelitian ini. Data ditabulasi dan diperlakukan dengan tepat menggunakan jumlah frekuensi, persentase dan rata-rata tertimbang. Ini memberikan cara analisis dan interpretasi data penelitian yang paling sesuai. **Temuan:** Nilai rata-rata total adalah 3.53 untuk tingkat efektivitas pendekatan modular dalam mengajar kelas dasar di tengah pendidikan pandemi. **Kesimpulan:** Guru kelas dasar didominasi oleh guru perempuan. Sebuah efektivitas yang tinggi pada pendekatan modular dalam mengajar siswa Kelas 1,2 dan 3 tercapai. Ada juga berbagai saran untuk meningkatkan pelaksanaan pembelajaran modular tercetak di tengah pendidikan pandemi.*

Kata kunci: pendekatan modular, modul, pengajaran, siswa sekolah dasar.

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■ **INTRODUCTION**

The Corona Virus Infectious Disease 2019 as a global pandemic led to serious negative national education consequences particularly on curriculum implement ation. Globally, the pandemic heavily affected learners, educators, and educational institutions (Mailizar, Almanthari, Maulina, & Bruce, 2020). Non-medical intervention strategies such as school closures were implemented in the Philippines for two consecutive school years which were school year 2020-2021 and 2021 to 2022 as first line of defense against the fatal pandemic. Numerous countries worldide temporarily closed schools as solution to the spread deadly and infectious virus (Tria, 2020). On the contrary, the efficacy of closing schools to reduce disease transmission is unclear, and closures certainly result in significant educational impacts for all types and levels of learners because this disrupted the normal set up of curriculum delivery.

Education officials, school stakeholders, teachers and the learners have their own share of difficulties because of this infectious disease but this did not deter the continuity of Filipino education. The existence of this pandemic affecting the learners did not hamper them from learning. The provision in Article 14, Section 1 of the Philippine Constitution which states that "the state shall protect and promote the rights of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all" (Philippine Constitution of 1987) was carried out as mandate of schools specifically schools in the country.

In light of the education problems involving continuing the school year 2020-2021 and 2021 to2022 of public schools due to pandemic, reasonable and viable alternative was given.More flexible approach in teaching and learning was implemented and adopted which was different from the common structured formal school system. Remote or distant education was the solution to the educational learning emergency (Bozkurt & Sharma, 2020).

With respect to the Department of Education of the Philippines, it adopted three feasible learning modalities that were seen and studied to be fit among its teachers in terms of their readiness and academic or pedagogical competence and the learners and their households' socio-economic status. These were the Online Distance Learning,Radio or TV-Based instruction and Modular Distance Learning, (Quinones, 2020). Given these modalities of learning in the pandemic education, the most accepted modality of learning as evidenced by the outcome of the survey conducted by the Department Education among the 8.9 million parents, was the utilization of modular distance learning which may be digital or printed. In this case, it is the printed modular learning (Bernardo, 2020).

This is one of the potent and feasible solutions to the crisis on education brought about by the COVID 19 pandemic. Modular learning is a promising learning delivery modality and an innovation for undisrupted learning of learners.This is one of the learning delivery modalities that can provide continuous education to learners under the basic education.It is now ubiquitous.

Given the advantages to both parents and learners, the DepEd implemented the modular distance learning as its main modality of curriculum delivery among its learners from Key Stage 1 composed of Kindergarten to Grade 3, Key Stage 2 comprised of Grades 4,5 and 6 and the Junior and Senior High School learners. As stipulated by the Department of Education,13 million or 59 % basic education learners out of 22 million public school learners learnt through modular distance learning (Magsambol, 2020). Due to this concern, the modular learning modality was widely used by all public schools in the Philippines.

Specifically, due to problems on internet connectivity of schools and non-availability of internet to most households of learners more particularly those residing in distant and island provinces, the printed modular learning was used by majority of the schools in the Philippines. Hence modules were dominant as instructional materials.

Learners must still be taught even when at home in all situations be it in times of crises like calamity or disaster, emergencies, health risks such as the pandemic and armed conflicts or war (Department of Education, 2020).

It is standard unit or instructional section, chapter, topic, or segment of instruction or lesson that is a self-contained chunk of instruction intended for a week-long self–paced learning or may be shorter or longer depending upon content and teaching style used in the material. Specifically, the parts are introduction about the module, rationale or purpose or objectives, pre-test, developmental activities , criteria for success,concepts opportunities to practice or apply skills and analyze or synthesize cognitively new information; additional work or practice exercises, laboratory or case studies a chance to reflect and articulate learners' acquired knowledge, traditional or non-traditional assessment of module's objectives or post-test, and remedial instruction and/or reinforcement, feedback to learners regarding their learning and accomplishment of module objectives, and additional resources for learners to broaden and extend their learning through enriching activities and evaluation (BOISE State University, 2020).

Modules are helpful for new educators as the materials are spelled out in detail, provides a balanced, chronological presentation of information, resource for teachers and students, provides all the activities and exercises needed, ensure uniformity in relation to the content to be taught, serves as a guide to the lecturer and saves time (Cheng & Abu Bakar , n.d).The advantages can provide effective learners' learning, modular learners can proceed at his own rate and go back or over the material if necessary, establishes a system of assessment other than marks or grade, users study the modules in their own working environment without disturbing the normal duties and responsibilities, can be administered to single use, small group or large group, flexible, more appropriate to mature students, learners have control over his learning so they accept greater responsibility for learning and extend more individualized instruction in school and at home. with wider accessibility in the present educational scenario (Sejpal,2013).

Further, modular teaching is more effective in teaching learning process as compared to ordinary teaching methods because the students learn at their own pace. It is free self-learning style in which immediate reinforcement, feedback is provided to practice exercise, which motivate the students and create interest in them and helps to maximize the chances of student participation in classroom in respect to fulfill the given tasks at the spot. So the students feel free to learn in their own style (Sadiq & Zamir (2014).

Modular instruction is based on the psychological principle-learning by doing. The learner works by itself and verifies the correctness of his answers by comparing it with the correct one. It also gives the students some provision whereby the student can obtain an immediate feedback. Modular instruction promises a more efficient mass education by offering more effective individual instruction at a time when a teacher is faced with a problem of producing learning in a large group all at the same time. It is a technique of self-instruction that involves the presentation of instructional materials to demonstrate their skills and comprehension (Guido 2014).

Several educational theorists support that modular approach of learning is a design for learning with a very flexible structure or relevant framework for K to 12 Education. It positively

accepts the speed of change, proactively recognizes the significance of individual differences and support all orthodox and modern learning methods This is concretize in Learning by doing (Piaget, 1960), Social Learning (Bandura,1963), Montessori (1912/1964), Zone of proximal develop ment (Vygotsky,1962), Bloom's Taxono my(Bloom,1956), Understanding by design (Wiggins,1996), Assessment and teaching 21st Century Skills (Griffin,2011), Modular Learning Design which utilzes Inquiry-based learning (Levstik & Barton, 2001) and Discovery-based learning (Bruner, 1961) consider the speed and immensity of reaching and sharing information and individual lifelong and functional learning.

The use of module contributes to high level thinking skills among learners, achieve better performance in examinations, particularly on the essay form, overcome learning problems such as lack of interest, concentration, skills in critical and creative thinking.. However, there were several constraints faced by teachers and students while using this method. Among the problems were learners did not do their preparations, teachers were still influenced by traditional teaching method and the learning environment were not conducive (Matanlukab, Mohammadb, Kiflee & Imbuga , 2020).

The introduction and utilization of modules as an approach in teaching and learning is a change in Philippine educational landscape. Modular instruct ion is one of the latest innovations in the educational system. This innovation contains a series of activities each of which start with introduction, objectives of the modules pre-assessments, teaching instructions addressed to the learners, explanation, exercises, generalizations, post assessments and additional learning activities.

As a change, its effectiveness has to be determined. Furthermore, noting the disadvantages of modular approach such as the need for strict self-discipline and self-motivation of each learner, time consuming preparation, unclear concrete rewards for teachers and staff, and higher operational resources required to monitor and evaluate learners and come up and use multiple modules (Dangle & Sumaong, 2020)), determining its effectiveness is a gauge on the quality of curriculum delivery by the teachers to learners amidst pandemic education. Hence, this study is an investigation that gathered relevant information and data as feedback about the effectiveness of the implementation of modular distance learning from the most important implementer of the curriculum, the teachers themselves, in the primary grades. Specifically, the profile of the primary grade teachers, level of effectiveness of modular approach in teaching primary grades and the proposed suggestions to enhance the implement ation of printed modular learning amidst pandemic education.

■ METHODS

Research Design

This study used descriptive survey research design. This was descriptive because this described data gathered through survey using questionnaire on the topic under study which were the profile of the primary grade teachers, level of effectiveness of modular approach in teaching primary grades and the proposed suggestions to enhance the implementation of printed modular learning amidst pandemic education.

Respondents

In this research, purposive sampling was used. Purposive sampling is determining the target population, those to be involved in the study. The respondents are chosen on the basis of their knowledge of the information desired. (Calderon & Gonzales,2015). Teachers teaching Grades 1,2 and 3 from Donsol East 1 & 2 and Donsol West 1 & 2 Districts were the respondents of

this study. In relation to purposive sampling, they were knowledgeable on modular approach of instruction in primary grades. This research work was comprised of ninety-six (96) respondents who were primary grades teachers of the Municipality of Donsol, Sorsogon which came from the two identified districts who were using printed modular distance learning in primary grades subjects. This research did not include all other teachers and grade levels in the Schools Division of Sorsogon.

Research Instrument

For collection of the needed data, the researcher used researcher- made survey-questionnaire to get information from the teachers on the topic under study. The survey-questionnaire was comprised of a set of questions which was answered properly by the identified and selected respondents. They supplied the necessary information to complete the data necessary for this research study. The survey-questionnaire was submitted to the research committee for corrections and refinement. After necessary corrections, refinement and in order to determine the validity and reliability of the researcher-made instrument, survey-questionnaire, testing was conducted. The researcher conducted sampling to 15 non - respondent teachers teaching primary grades using the modular distance learning or approach in randomly identified schools of the nearby municipality. The dry run gave information or data on the final questionnaire used.

Part I of the survey-questionnaire of the research focused on the profile of the primary grade teachers. This asked data on the following: gender, civil status, age, official position, number of years in teaching, educational attainment and subject/s taught. Part II tackled the level of effectiveness of modular approach in teaching primary grades amidst pandemic education. This obtained six data which were the mastery of the most essential learning competencies, provision of modules, timeliness of distribution and retrieval of modules, diligence in accomplishing the modules by the learners, conduct of scheduled monitoring and regular assistance of stakeholders. Likert Scale(Mcleod,2023) was used on this part. The respondents rated using 5-point rating scale made by the researcher as follows: 5-Very High Effectiveness, 4-High Effectiveness, 3-Moderate Effectiveness, 2-Low Effectiveness and 1–Very Low Effectiveness.

Finally, Part III was about the suggestions by the respondents to enhance the implementation of the modular approach in teaching primary grades amidst pandemic education in terms of mastery of the most essential learning competencies, provision of modules, timeliness of distribution and retrieval of modules, diligence in accomplishing the modules by the learners, conduct of scheduled monitoring and regular assistance of stakeholders.

Data Collection Procedure

The primary sources of data were the responses of the teacher -respondents. The secondary sources of data were taken from books. The researcher also used resources from the internet to broaden the scope of data gathering especially in the related literatures.

Data collection was done during the COVID-19 pandemic education in the Philippines. The researcher personally distributed the survey-questionnaire to the respondents and instructed them on what they are going to do with the instrument. It was retrieved immediately after they had completely answered the research instrument. After the retrieval, the researcher recorded the respondents' responses in a master data sheet. These were entered in specific table for analysis, statistical treatment and interpretation.

To facilitate the conduct of the research, research proposal was submitted to the research committee for review and necessary actions.

Permission from the Schools Division of Sorsogon, was also made or requested. This permission included the conduct and distribution of the survey-questionnaire to the teacher-respondents. With the permission granted, the researcher conducted the research work. Professional etiquette was strictly observed while conducting the research work. Utmost confidentiality of their responses was given. Likewise, all written or published materials used to substantiate this research work were acknowledged.

Data Analysis

Frequency count and percentage were utilized to determine the profile of the primary grade teachers in terms of the following: gender, civil status, age, official position, number of years in teaching, educational attainment and subject/s taught, and the suggestions that may be proposed to effectively implement the modular approach in teaching primary grades amidst pandemic education in terms of mastery of the most essential learning competencies, provision of modules, timeliness of distribution and retrieval of modules, diligence in accomplishing the modules by the learners, conduct of scheduled monitoring and regular assistance of stakeholders.

Weighted Mean was used for the level of effectiveness of modular approach in teaching primary grades amidst pandemic education in terms of mastery of the most essential learning competencies, provision of modules, timeliness of distribution and retrieval of modules, diligence in accomplishing the modules by the learners, conduct of scheduled monitoring and regular assistance of stakeholders. To interpret the level of effectiveness of modular approach in teaching primary grades amidst COVID 19 pandemic, the Likert Scale (Mcleod,2023) with the following researcher-made scale, range and interpretation were used:

Scale	Range	Description
5	4.50-5.00	Very High Effectiveness
4	3.50-4.49	High Effectiveness
3	2.50-3.49	Moderate Effectiveness
2	1.50-2.49	Low Effectiveness
1	1.00-1.49	Very Low Effectiveness

■ RESULTS AND DISCUSSION

Profile of the Primary Grade Teachers

The data on the profile of the primary grades teachers indicate that they were dominated by female teachers . It is also notable that most of them were married. This suggests that the primary grade learners are handled by females who are married which means that they are motherly in nature. They fully understand how to teach and manage their learners since they have their own children. These teachers are well-versed in terms of providing the needed ideal physical, emotional and psychological environment for their learners. There is also a greater number of primary grade teachers with an age of 40 and below. This is a good sign that they are highly able to carry out their job since they are attending learners that need a lot of attention and energy. They have the stamina to sustain the tasks assign to them.

It is also noticeable that a large portion of them were Teacher I. This marks that they have a lot of chance to grow and develop their personal and professional development along teaching the primary grades specifically on the modular approach of learning delivery. Their dominion in terms of position is also due to the fact that they are new entrants or young in the teaching position as evident in the data for the number of years of teaching. It surfaced that most of the group of teachers were 1 to 5 years in teaching service. In addition, a huge portion of them are also baccalaureate degree holders. This reflects that they have the fresh knowledge on the rudiments of curriculum delivery that includes modular instruction.

Profile	f	%
1.Sex		
Male	21	22
Female	75	78
2.Civil Status		
Single	37	39
Married	59	61
3.Age		
61 & above	3	3
51-60	10	10
46-50	8	8
41-45	4	4
40 & below	71	74
4.Position		
Master Teacher II	1	1
Master Teacher I	4	4
Teacher III	12	13
Teacher II	11	11
Teacher I	68	71
5.Years in Teaching		
26& above	7	7
21-25	6	6
16-20	12	13
11-15	13	13
6-10	18	19
1-5	40	42
6.Educational Attainment		
Doctorate Degree	0	0
Master's Degree	2	2
Baccalaureate Degree	94	98
7.Grade Level Taught		
Grade 3	33	34
Grade 2	28	29
Grade 1	35	37

However, they reflected that they were currently enrolled in advance education specifically the master's degree program. There is also a large number of teachers that teaches Grade I classes. The highest number of teachers were teaching Grade 1 classes and most of them are teaching Edukasyon sa Pagpapakatao (EsP) subject.

In connection with the subjects taught, out of 96 , the 88 of them taught *Edukasyon sa Pagpapakatao* (EsP) or Values Education; 70 handled English; 68 taught Filipino; 81 were Mother Tongue Based - Multi-Lingual Education (MTB-MLE) teachers; 37 were Science teachers ; 83 of them taught Araling Panlipunan or Social Studies; 84 experienced teaching Mathematics and 81 of them were able to teach Music, Arts, Physical Education and Health (MAPEH).

This is parallel to the study of Guiamalon, Alon & Camsa (2021) in which they found out that teachers and school were ready in terms of technical elements. Teachers also possess the needed competence in completing their tasks and realizing their functions on the new demands and needs of curriculum deliver in the pandemic education. As evident in their ages, the teachers handling the primary learners are also mature (Statistics Canada, 2017). It is also noteworthy that being male or female including the age of an educator is not a barrier in effective teaching specifically to a very active and interest teacher in curriculum delivery. Anent the experience, it is proven to provide an affirmative influence to instruction in various ways (Shah & Udgaonkar, 2018).

Level of Effectiveness of Modular Approach in Teaching Primary Grades

Various ratings were given by the respondents on the level of effectiveness of modular approach in teaching primary grades amidst COVID 19 pandemic education at Donsol, Sorsogon. These data are reflected on Table 1.

In terms of mastery of the most essential learning competencies, a weighted mean of 3.47 interpreted as *Moderate Effectiveness* was computed. For provision of modules to the Grades I, II and III learners, the computed weighted mean was 3.71 described as *High Effectiveness*. In relation to timeliness of distribution and retrieval of modules, a computed weighted mean of 3.50 was also recorded. This

is interpreted as *High Effectiveness*. With respect to diligence in accomplishing the modules by the learners, the computed weighted was 3.36. Its adjectival description is *Moderate Effectiveness*. In the conduct of scheduled teachers' monitoring to the learners with focus on the modular approach of learning, the computed weighted mean was 3.61. This is interpreted as *High Effectiveness*

On the regular assistance of stakeholders to the school through the primary grades teachers on modular approach of learning the Key Stage 1 or Grades 1,2 and 3 learners, the computed weighted mean was 3.51. This is interpreted as *High Effectiveness.*

As a whole, provision of modules had the highest level of effectiveness while the diligence in accomplishing the modules by the learners had the lowest computed weighted mean. The overall Weighted Mean was 3.53 interpreted as *High Effectiveness.* This shows that the level of effectiveness of modular approach in teaching primary grades particularly their different subjects on a pandemic education landscape fall under *High Effectiveness.* This is very evident in the provision of modules, timeliness of distribution and retrieval of modules, conduct of scheduled teacher's monitoring to the learners and regular assistance of stakeholders. On the contrary mastery of the most essential leaning competencies and diligence in accomplishing the modules by the learners are of alarming concern.

This significant finding is strengthened by Boholano, Jamon & Jamon (2022) on their findings that modular distance learning is able to provide self-paced learning opportunities for learners. The learners are seen to achieve the expected learning competencies in their grade level. However, they need more instruction from their teachers since they are in the Key Stage 1 of learners. Because of their need for teachers' presence, there is no exact assurance that the learners are exactly learning cognitively, affectively and in the psychomotor domain of learning in the printed modular approach of learning.

It may be assumed that Grades 1,2 and 3 learners find it very difficult to comprehend and analyze the printed module on their own because they do not have a fully developed literacy skills such as reading comprehension skills. This proves that mastery of the most essential leaning competencies and the diligence in accomplishing the modules by the learners are of utmost concern in the modular approach of teaching them.

Thus, mastery of each lesson which spells out their ability to know and demonstrate what they are expected to do is less evident and convincing. This situation emphasizes that there are learning gaps and losses among the primary grades learners. Learning gaps of each learner convey that there is mismatch between what one particular learner has actually learned and what the learner was expected to know and be able to do at a specific age or grade level. This has high propensity to accumulate over time and severely grow and pronounced if left unchecked and unattended leading to the likelihood that a learner will struggle onwards academically and socially which may even result, in worst case scenario to non-attendance of school or dropping out (Davis, 2020).

There are even learners who only copied the answers from the answer key without reading the whole self-paced learning module. Scores as results of the formative assessment in the modular approach to teaching and quarterly grades that learners obtain are unreliable, taking into account that the teachers are not physically present and no proper lesson instructions are done among their learners. The teachers cannot be substituted by the modules and the learning aids such as adults whom the learners get support can never replace the expertise of the teachers who studied several years just to be legal authorities in teaching the learners. Most especially if these adults are not in the field of education. There was distrust on

the integrity of learners' answers in their modules because the answer keys are found in the module which tempted them or tolerated by their adult guide to just copy it without studying and learning the whole contents of the material. It was unreliable and uncertain whether learners are learning in this type of modality.

Dargo & Dimas (2021) found out that the performance levels in different learning areas of the learners plummeted after the implementation of modular distance learning in printed form. This is indicative that the printed modular distant learning cannot substitute the face-to-face instruction, particularly to the Grades 1,2 and 3 learners, who are beginning or emergent readers and starting to learn numeracy skills.

Dangle & Sumaong (2020) presented that teachers experienced unavailability of sufficient resources for the reproduction of their needed copies of modules for their respective classes or learners. They also struggled on its delivery to the learners. Because of the bulk of the copies to be reproduced, the printers used malfunctioned and its repair took time. In worst case scenario, the printers cannot be used due to power black-outs. It was clearly evident that they underwent hardships in printing and volume production of modules. There were also learners who cannot finish their modules on the scheduled time because they mostly spend their study time helping their family in their household chores or livelihood activities.

It was also alarming that parents or the learners' guardian lack knowledge on how to assist their child/children in the modular approach of learning or teaching. Several parents were not able to finish their studies which was the cause of difficulty in assisting their children particularly to topics that need in-depth understanding. The non-availability or weak cellphone signal also made a contribution in the uneasy implementation of modular approach of teaching. It was considered a big help but it was not highly available. Lastly, teachers have a lot of modules to print, check and record.

Nevertheless, the modular approach in teaching primary grades contributed success to the provision of basic education of the learners who must not stop in the ladder of education considering that it is an important need and right of every child. On the positive note, the modular approach of teaching the Grades 1,2 and 3 learners addressed the multifaceted and diverse learning needs of the learners of the different grade levels. The learners were also able to learn at their own pace anywhere and anytime.

The used module was most appropriate to mature learners which was one form of teaching material packed full and systematic. It contained a set of learning experiences which are planned and designed to help learners master the specific learning objectives. The module served as independent learning tool. The learners were able to learn at their own pace.

Also, the modules positively assisted the schools in achieving its mandate of providing education to learners. As a self –paced instructional material, three distinct features of the modules were observed. First, there was self-instruction. This meant that the learners were able to do guided self-learning. Second, the modules were self-contained. The totality of the learning material from one unit of competency studied was in just one complete module. Third, the modules which are self-paced printed learning materials were stand alone. The modules developed and used by the learners were not dependent on any other media, or not used in compliment with other media.

The use of modular approach in teaching the primary grades proved that teaching style and modality can be varied or suited depending upon to the needs of the situation, time and learners. The printed module served as a small teaching unit based on strategy of the self-learning and

individualization of the education. It contained specific, measureable, attainable, realistic and time-bound objectives, experiences, and certain teaching activities carried out in sequence and logical completion to help the learner to achieve the goals and develop the competency according to the agreed levels specified previously based on the speed of self-learning. There was also learning continuity which is a top priority of the government in terms of educating the young ones and all school- aged learners.

Strong collaboration between and among the key players of education such as government, school teaching and non-teaching officials, parents, interested individuals and organizations and the community will address sustainability in smoothly implementing the alternative learning delivery modality for pandemic education which is the printed modular approach or modality of learning for the concerned school year(Saavedra,2020).

Suggestions to Enhance the Implementation of Printed Modular Learning Amidst Pandemic Education

There were several suggestions given by the respondents to effectively implement the modular approach in teaching primary grades amidst pandemic education. For mastery of the learners of the most essential learning competencies, they suggested the following: Parents and guardians or adults who are able may provide guidance to the learners in order for them to work hard and be motivated to study; Regular scheduled conduct of monitoring or home visitation be done; Learners must be oriented enough of the modular approach as curriculum delivery; Conduct seminar or training to parents to guide their children properly on modular learning; Parents should give time and attention to the learners on modular approach of teaching; Give ample time to the learners. They must be focused on studying the lesson for every subject; Share videos/link to the parents about the topic which must be aligned to the most essential learning competencies that may aid them in assisting their children; Provide supplemental reading materials and call the attention of parents or adults of the learners who are struggling in learning so that they may provide assistance to the learners which will address their needs on modular instruction.

There were also suggestions which include the following: Unpack the most essential learning competencies; Give divergent questions in the modules to stimulate their cognition; Conduct weekly orientation to parents on how the learners will accomplish the modules; Lessen the number of pages of the modules; Observe strict quality assurance of the modules. Erroneous contents must be corrected outrightly to avoid confusion;Provide sufficient learning resources to be used by the pupils;Be flexible in implementing the printed modular learning by giving sufficient time to the learners in accomplishing the modules; Craft and implement a plan that will propel the learners to accomplish the modules and in order to meet the goal of having the learners master the learning competencies in the form of most essential learning competencies; The learning competencies in the modules should be explained to the parents so that they can also explain it to their children; Worksheets and skill tests may be provided after each unit; Modules must be contextualized in the local dialect or Bikol-Donsol since primary Grades use mother tongue as medium of instruction; Ensure that the learning activities are congruent with the learning objectives; Diversity of learners be considered in developing the modules intended for the learners. There must be activities for slow, average and fast learners.

Other significant suggestions were as follow: For struggling pupils, inter ventions must

be given by the school or class adviser with proper consultation from the school head; Learning activities that will scaffold their learning may be devised and used; In providing modules, the school should consider pupils' ability in answering the task, slow learners should be given 3-4 modules only every week while the advance learners should be given at least 5-8 modules a week;Set schedule in answering the modules; and Every household must have a specific learning space for the learners.

With regard to the provision of modules to learners,they enumerated the succeeding suggestions, namely:Provide complete learning modules. Preferably, 1:1 ratio;The modules should be contextualized ahead of time;Teachers should have the copy of the modules ahead of time;Provide necessary fund for the preparation of modules;Use allocated fund for purchasing resources needed in making the modules; Forge partnership agreement with school stakeholders and other entities willing to help provide modules to the school children;Spend extra time in printing modules;Properly checked modules to avoid insignificant mistakes. It should also be given in a hard copy form;Provide the teachers with adequate materials, references and resources for self-learning modules;The modules to be distributed must be printed 1-2 weeks ahead of time if possible; The modules should be checked for errors and contents which may be inappropriate to the learners. It should be localized and contextualized to adjust to the learners' needs; Consider those slow learners who can't finished their modules on the given time.

Along timeliness of distribution and retrieval of modules,the notable suggestions were the following: Ensure availability of modules so the school or teachers should set a realistic schedule of distribution and retrieval of modules; Provide sufficient bond papers and ink needed for printing of modules so that it will be distributed on time;Proposed date or day of distribution and retrieval of modules must be strictly imposed; Always encourage and remind the parents to get and return the modules on time; Interventions by the school be implemented to those who are delayed in getting and returning the modules;The self-learning modules must be distributed to parents. There must be a designated pick-up points in the barangay. The accomplished modules must be retrieved by teacher from parents. They must submit the modules to teachers in the school or in designated drop-off points.

Other added suggestions were as follow: Consistency of time and day of distributing and retrieval of modules be followed; There should be an arrangement among the school teachers and parents or guardians in the distribution and retrieval of modules; Proper coordination and constant communication of teachers to the parents must be done; Implement an effective plan to avoid confusion on schedule of distribution and retrieval of modules; Observe the time allocated for distribution and retrieval of modules in order to not waste the time and effort of all involved in the modular learning; Teachers must be present during the distribution and retrieval of modules; Checklist and other forms on distribution and retrieval of modules must be used by the school or teachers; Modules must be sorted, stapled and grouped together according to grade levels and subject areas to hasten distribution to the parents and retrieval from them; Observance of the health and safety protocols during distribution and retrieval of modules; Finally, for big schools, assistance desk/s should be provided to the parents especially during the first week or onset of the modular distance learning. This will minimize crowding of parents.

On diligence in accomplishing the modules by the learners, the most relevant suggestions were the following: Learners can accomplish their modules by learning with the help of their parents;

Communicate and establish effective forms of regular and meaningful two-way communication between home and school; The modules of students must be answered by learners completely to have realistic and holistic results. It should be answered honestly and diligently; Schools must assist the slow learners; Always connect to the parents or guardian of the child in order for them to easily accomplish the modules; Modules should be answered by the pupils not by the parents or other -liked tutor;The learners must be given a time frame to study the lessons and accomplish the modules; Full guidance of parents or elder brothers and sisters to the learners in accomplishing the modules; Proper communication between the parents and teachers so that they can work hand in hand for the betterment of the learner; Pupils should not be obliged to finish all the modules every week; pupils should be given ample of time in the learning areas where they struggle; Parents should follow the schedule given by the teacher;Give them the copy of learning schedule in accomplishing the modules by the learners;Children/ learners must be given simple and easy to accomplish modules, for them to diligently answer the modules. They find it hard when plenty modules were in their hands;Provide learners with high quality content;Provide objective which is SMART; and Provide weekly and daily lesson or study plan in accomplishing the modules to effectively manage their time.

For the conduct of scheduled teachers' monitoring,teachers must conduct home visits to check on each pupil's progress but ensure to follow health protocols,teachers must consistently and conscientiously monitor to be certain that academic (answering of modules) and behavioral expectations are being met. This is not intended to be punitive but rather means that the teacher is actively engaged in what students are actually doing and assessing the answered modules,teachers should monitor as frequent as possible to get the progress of their pupils, monitor through text messages, phone calls or other available forms of communication to provide assistance or remediation among the learners whenever possible, use monitoring tools and anecdotal record, create and implement weekly monitoring plan to properly assist and assess the progress of the school children on the modular instruction, and inform the parents or the barangay of the scheduled monitoring. The school may send a letter or inform them by creating an FB page containing the details and information about the modular approach. Also, during the monitoring, the school may provide a checklist of strengths and weakness and areas of improvements.

When it comes to regular assistance of stakeholders to printed modular distance learning,the suggestions were given as follow:Parents may serve as guide to learners at home. Likewise, learners may ask for assistance from the teachers via text message, call or social media like messenger. Support of the parents to their children can motivate them to do their tasks;Collaborate with the community. Use community resources and services to strengthen the modular learning. Request the services of Barangay Tanod for security purposes in the conduct of monitoring or home visitation; Have contact information to those people involved in assisting modular distance learning; Clear communication and proper dissemination of data or information is important to have proper assistance from the stakeholders; Provide or make a group chat via messenger where the parents can ask or inquire about the lesson that they think difficult to their child to understand; Household partners like parents, guardians, siblings or other community members considered as a responsible adult should be available to guide and support the learning process of the child at home as well as provide guidance in

accomplishing the given home learning modules; Ask donations from private individual or organization; Strong communication and collaboration with the stakeholders; and develop different ways of communicating and helping the stakeholders especially the parents and or guardians of the learners regarding the modular distance learning.

These suggestions were found aligned to the concept presented by Guiamalon, Alon & Camsa (2021) which included the following: First, the national government through the Department of Education must provide an enough budget for facilities and equipment needed for modular distance learning modalities. Second, educators need to devise a strategic and SMART plan on modular learning in order successfully it. Third, internal and external stakeholders' collaboration must be solidly established which is needed in monitoring and evaluating the progress of the learners on learning. Fourth, school and community must address the issues and concerns faced in the new normal education. Fifth, made available the resources needed by the teachers and learners. More so, relevant training, seminars, workshops, webinars and skills development webinars among the educators as prime actors in modular approach curriculum delivery be maintained. Finally, provide strong support to the learners through their adult companion in their households which are their parents and guardians. They can assist, monitor, clarify and provide scaffold to their children.

■ CONCLUSIONS

The gathered data on the profile of the of the Primary Grade Teachers showed that majority of them were females, married, had an age of 40 and below, Teacher I, rendered 1-5 years teaching service, finished baccalaureate degree with units on advance education and mostly were teachinbg

Grade 1. They were also ddominantly teaching *Edukasyon sa Pagpapakatao* subject. The level of effectiveness of modular approach in teaching primary grades amidst pandemic education had an over-all weighted mean of 3.53 interpreted as *High Effectiveness*. There were also various suggestions to enhance the implementation of printed modular learning amidst pandemic education.

With these, the primary grades teachers may continue professional development such as advance education in order to continuously become effective curriculum implementer specifically on modular approach of teaching or instruction. Progressively increase the level of effectiveness of modular approach in teaching primary grades amidst pandemic education at Donsol, Sorsogon in terms of mastery of the most essential learning competencies, provision of modules, timeliness of distribution and retrieval of modules, diligence in accomplishing the modules by the learners, conduct of scheduled monitoring and regular assistance of stakeholders. Adopt and Implement the suggestions given to effectively implement the modular approach in teaching primary grades amidst pandemic education in terms of mastery of the most essential learning competencies, provision of modules, timeliness of distribution and retrieval of modules, diligence in accomplishing the modules by the learners, conduct of scheduled monitoring and regular assistance of stakeholders.

Similar studies on modular approach of teaching to the learners should be conducted to have a clearer view of how effective modules are in the delivery of the curriculum. Researchers may consider the findings and variables used in this study. Other researchers may conduct additional studies to elaborate on the effectiveness of printed modular distance learning in the scholastic performance of the the learners.

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