

**Project PIRMA : Parents Involvement in Regular Monitoring of Activities
(Modular Distance Learning)**



GLICEL K. SALVADOR
Master Teacher II
Malaban Elementary School

ABSTRACT

Modular Distance Learning is one of the modality in the DO No. 12 s. 2020 Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency.

This type of remote learning, which the DepEd(2020) calls modular distance learning, entails individualized instruction and independent learning through the use of self-learning modules and other learning resources (textbooks, worksheets, etc.) in print or online. In this type of distance learning, the teacher monitors the work of the students who can seek advice, clarification, or further instruction from the teacher by telephone, email, or text messaging. If possible, the teacher visits the learner at home to render direct, face-to-face assistance. The delivery of printed rather than digital modules and learning resources is the most viable of all the methods of remote learning. Materials may be delivered directly to the barangays or the parents can pick up the materials from school on scheduled dates(Claudio, 2020).

The study utilized experimental research design method of research to test the difference in the percentage level of learners in accomplishing learning task in SLMs Self-Learning Modules on time. A self-made monitoring tool was developed and administered to grade three learners. Parents monitor the progress of their children in accomplishing the learning task in SLMs Self-Learning Modules through the self-made monitoring.

The study aimed in determining the effectiveness of the self-made monitoring tool in accomplishing the learning task in SLMs Self-Learning Modules of Grade Three learners.

The findings of the study showed that out of 31 learners of Grade Three Bonifacio, 29 learners or 94% of parents successfully monitored their children in regularly accomplishing the learning task in SLMs Self-Learning Modules and submit it on time.

Keywords: *Modular Distance Learning, modality, individualized instruction, independent learning*

INTRODUCTION

COVID-19 pandemic affects the lives of many. This pandemic crisis is a big challenge to educational system. DepEd Secretary Leonor Magtolis Briones reiterated the Department's commitment to ensuring educational continuity amid challenges. She specifically said that "education must continue", thus education in the new normal which anchored on the DO No. 12 s. 2020 Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency. The Department of Education developed (BE-LCP) Basic Education Learning Continuity Plan, a package of education interventions that will respond to basic education challenges brought about by COVID-19.

Education in the new normal is a challenging task in the Philippines in an attempt to push through education amidst the deadly pandemic caused by covid-19. The Department of Education (DepEd) and Commission on Higher Education (CHED) adopted and implemented the flexible model of blended learning despite many oppositions because of the risk to open classes because of the virus. The different learning modalities are the following: Modular (Printed), Modular (Digitized), Online, Educational TV, Radio-Based Instruction, Home Schooling and Blended Learning. For the cities where modern living is adapted and students and learners have the privilege of having internet connection at home, Online learning is implemented especially for the high schools and colleges but for those living in rural areas or provinces where internet connection is only available for only few, Modular Distance Learning is implemented. Modular Distance Learning is the use of Modules made by teachers with different tasks and learning activities based from the essential learning competencies. (Anzaldo, 2021)

Malaban Elementary School crafted a School Learning Continuity Plan based on the results of LESF Learners Enrolment and Survey Form for SY 2020-2021. The survey resulted to Modular Distance Learning with highest percentage result. The main core of Modular Distance Learning is the use of SLMS School Learning Modules with different learning task to be accomplished by the learners at a specific date. There were 8 eight subject with corresponding modules in Grade Three namely English, Math, Science, Filipino, Makabayan, ESP, Araling Panlipunan and

MAPEH. Eight modules with a maximum of more than 6 six learning task a week were given to learners to accomplished in a week.

Accomplishing the learning task on time without any assistance from parents or guardians seems to be a burden to learners. These resulted to an alarming number of learners with incomplete and not returning the accomplished SLMs Self Learning Modules activities on time.

These made the researcher conduct a study which investigated the effects of self-made monitoring tool for parents involvement in regular monitoring of their children's progress in accomplishing the learning task in the SLMs Self Learning Modules.

METHODOLOGY

In this study, the researcher utilized experimental research design, research conducted with a scientific approach using two sets of variables. The first set acts as a constant, which were used to measure the differences of the second set. Specifically, **Pre-experimental research design were used**, a group, or various groups, are kept under observation after implementing factors of cause and effect. The researcher used this method to measure the difference of the first result to the second result after the administration of self-monitoring tool.

The respondents of the study were the learners of grade three section Bonifacio of Malaban Elementary School with a population of 31 pupils within the school year 2020-2021. For ethical considerations, the researcher informed and secured permission from parents/guardians of respondents about the research procedure to be undertaken. Permission were also secured from the principal of the school to conduct the study.

The self-made monitoring tool were the main instrument of this study. The tool is a simple checklist to assist parents or guardians in monitoring their children in accomplishing the learning task. The self-made monitoring tool were given to the parents during SLMs Self Learning Modules scheduled retrieval. The parents accomplished the tool weekly to monitor the accomplished learning task in every subject.

RESULTS

The study tested the significant difference between the pre and post result in the learners progress in submitting the accomplished learning task using the self-made monitoring tool.

Frequency and mean percentage were used in the analysis of data.

The numerical status of the learners before testing the self-made monitoring tool showed that an average 16 learners or 51% returned the accomplished activities in SLMs on time, while 16 learners or 49% did not return the accomplished activities in SLMs on time.

In the 1st month of the use of self-made monitoring tool an average of 24 learners or 77% returned the accomplished activities in SLMs on time, while 7 learners or 23% did not return the accomplished activities in SLMs on time. In the 2nd month of implementation, an average of 26.50 learners or 85% returned the accomplished activities in SLMs on time, while 4.50 learners or 15% did not return the accomplished activities in SLMs on time. In the 3rd and last month of implementation, an average of 28 learners or 91% returned the accomplished activities in SLMs on time, while 3 learners or 9% did not return the accomplished activities in SLMs on time.

The difference from month 0 to the 3rd month of the implementation of the self-made monitoring tool of Project **PIRMA** Parents Involvement in Regular Monitoring of Activities in Grade Three Bonifacio of Malaban Elementary School. Month 0 shows an average of 51% returned the accomplished activities in SLMs on time, while 49% did not return the accomplished activities in SLMs on time. This month reflects that self-made monitoring tool of Project **PIRMA** was not yet implemented. During the month of Project **PIRMA** implementation month 1 to 3, a remarkable increase of learners finished the SLMs activities on time. Month 1 reveals an average of 77% learners accomplished SLMs activities retrieved on time, while month 2 shows an average of 85% and month 3 shows 91%. Thus, reveals a percentage difference of **40% increase** from 51% month 0 to 91% after month 3 of Project **PIRMA** implementation.

This indicates that after three months of self-made monitoring tool implementation, an increase of 40% from 51% to 91% showed better result in the learners progress in accomplishing self-made monitoring tool with parents regular monitoring of their children.

DISCUSSION

Parents involvement in regular monitoring of learners is a big motivating factor for learners to accomplish learning task on time.

Self-made monitoring tool pursues parents or guardians to monitor their children in their daily activities to be accomplished on time.

Further study in the development of the self-made monitoring tool is encouraged in different grade levels to verify the results of the present study.

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