

## Modular Distance Learning and the Academic Performance of Young Learners in Cebu South

Helen O. Revalde

Higher Education Institution, College of Education, Cebu Technological University, Cebu City, Philippines

[helen.revalde@ctu.edu.ph](mailto:helen.revalde@ctu.edu.ph)

Orchid Id number: 0000-0002-9802-9631

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### ABSTRACT

When the Philippines made a shift from face-to-face to face-to-screen or face-to-modules, a lot of adjustments were made. The covid-19 pandemic was affecting the education sector and most schools have to adopt to the new normal. Challenges in learning brought about by the lack of competitive technology and stable internet connectivity were evident and schools have to make course of action in order to continue the teaching-learning process. The printed modules are better served in remote areas where technology is scarce. Two hundred forty-one Grade – IV pupils at Cebu South were made part of the study. Their average academic performance was 84.78 with an interpretation of satisfactory. Of the five indicators measured to gauge their perception on modular distance learning, technical element got the lowest mean of 1.91 with an interpretation of disagree. Most of these pupils are living in remote areas where internet connectivity is scarce. It is a fact that these areas are constantly hit by typhoon contributing to the ever-challenging quest for stable internet connection. Sense of authority got the highest mean of 3.14 which is interpreted as agree. It implies that parents are really their role as facilitators seriously which includes explaining contents in the module which are found to be difficult to comprehend. **Strengthened Learning Approach Program (S.L.A.P.)**, a finding-based intervention program, was recommended in order to further strengthen the learning approaches of pupils and provide alternatives for technology for learning continuity.

**Keywords:** modular distance learning, academic performance, learning approaches, covid-19 pandemic, new normal, grade 4 pupils

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### INTRODUCTION

When teachers were asked to leave their classrooms indefinitely, and school buildings were shuttered suddenly, there was an urgency to make a paradigm shift in providing learning to our students. It has become the most jarring and rapid change in any profession in history, especially if the only option is to recreate learning that is 100 percent virtual (Education Week, 2020). The COVID-19 pandemic had caused the schools to look for safety. This includes but not limited to learners, teachers, and other stakeholders. These people work together to fight and provide for the educational needs of the learners. Despite the collaboration of everyone involved, the fact remains that teachers are struggling with its implementation. Parents are also having difficulties in giving supervision to their children. Based on the survey last June 2020, some parents were under elementary level, with 40 percent being high school completers and only 20 percent falling to college graduates. That is why having modular distance learning delivery is a big challenge to parents, teachers, and learners.

The great challenge people face in the new normal has affected how they approach the teaching and learning experience in our curricular programs at a speed never thought before. Pupils and teachers alike are forced to cope with unknown technologies, innovate teaching approaches, and enhance teaching materials within a short period. Nevertheless, the good thing is that the process of transition has been a great learning opportunity to improve their skills regarding online teaching and other means of creative approaches to content and lesson delivery. One of these is modular distance learning.

As much as people would like to live easy lives, the pandemic, which causes a stir in all corners of the world, brings them to the realization that life can be tough sometimes. Many challenges came up when face-to-face became a non-option regarding teaching and learning. Regardless of who they are, what they

do, or how hard they try, circumstances will make them face a great wall of impossibilities, and life throws them plenty of curve balls to pin them down. It is also evident that modular distance learning is facing the same from the module's content to its delivery to stakeholders, the learners. The covid-19 pandemic has derailed the plans and goals in an instant unexpectedly. People have gone through life and become increasingly aware of how this world operates and functions, making the truth harsh if they cannot face it. COVID-19 is not just causing health crises around the world but also affecting all spheres of life, including education.

Most countries worldwide have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020). Face-to-face engagement of students and teachers within the school has also been suspended.

According to Jover (2020), teaching and learning happen through interaction, and the biggest challenge faced by many is the creation of opportunities for students' engagement and interaction among themselves and with the teachers. The absence of face-to-face education posed a great challenge to students and teachers, especially since everyone felt a sense of separation from their classmates, teachers, and school staff. Moreover, keeping attention in front of the computer for long periods is difficult for those who are into online teaching and learning.

Some academic institutions are conducting online learning and presume that the same approach is a fairly seamless transition, but many schools are also struggling. It is a real struggle to connect with students and families to ensure that their basic needs are met, like food, education, and shelter. With the shift from face-to-face to face-to-screen or face-to modules, the Philippines introduced Modular Distance Learning. Education officials and teachers continuously innovate to offer the best education despite the odds brought by COVID-19. Consequently, in Cebu South, modular distance learning is implemented based on the survey conducted last May 2020 through the Learners Enrolment Survey Form (LESF). It is the highest percentage preferred by the parents to their children among all learning modalities implemented by the Department of Education. Not all learners can learn online due to a lack of technologies at home, and others are deprived of opportunities to access the internet with comfort and ease.

The researcher assumes that if there is cooperation between parents, teachers, and learners, there will be a better academic performance on the part of the learner. Also, she assumes that there is a correlation between modular distance learning and the academic performance of Grade-IV pupils in Cebu South and that the former strongly affects the latter.

Blended learning has become a common practice in both private and public schools. The practice intensified after the coronavirus outbreak in the first quarter of 2020. Few academic institutions are calling for an academic freeze, but despite the call, the Philippines had pushed for continuity in education even when questions about safety and a conducive environment were raised. It can never be denied that the Philippines also has its share of adversaries and adversities in the new normal. According to Chin (2020), there are some common disadvantages of Modular Distance Learning for a typical Filipino student with a normal family setup.

As revealed by Montejo (2021) in his study on the on-site reality that out of 2 273 students, 2 022 or 90.31 percent of them are using smartphones. Because of the easy access to the internet that these devices provide, their availability, and flexibility, smartphones make distance learning possible anytime and anywhere. In fact, regarding accessing primary distance learning material, instant messaging got the highest number of responses, with 1,542 or 68.87 percent.

According to Guta (2020), the mandate to combat the coronavirus pandemic, which closes schools across all age groups, makes distance learning more important than ever. It is where technology comes in to keep the learning going.

No one is prepared for the pandemic, and everything seems new. The child's right to quality education

has been the motivating factor of the Department of Education and the parents and stakeholders to ensure quality education is rightfully delivered to the learners. Online learning has become a trend nowadays, and some schools are adopting the idea of going full online learning. As pointed out by Hew et al. (2020), some good practices for videoconferencing-assisted online flipped classrooms as perceived by students. These include but are not limited to reminding the participants to mute their microphones whenever someone is talking or discussing to avoid disruptions. Other situations include turning on their webcams when the session starts and managing the transition of flipped classroom approach. Also, teachers use dual monitors to let them feel like they are having a real-classroom experience and activate and evaluate their student's pre-class learning with a short review. The teachers also use mobile information management applications or MIM apps to promote quicker responses and utilize various presentation media and activities to keep students interested.

As mentioned by Pacheco (2020), the COVID-19 pandemic has changed lives. Many people are getting sick, and health protocols like wearing face masks and shields, disinfecting with alcohol, and observing social distancing are strictly implemented to avoid infection, and many schools are closed. Others are embracing the New Normal by providing alternatives to the learners. The COVID-19 is forcing children to be physically part of each other and from their teachers, making it impossible for in-person dialogical encounters that only classrooms can provide.

Basic education is faced with challenges in the New Normal, the reason why the Department of Education, through its DepEd Order No. 012, s. 2020, commonly known as the Basic Education Learning Continuity Plan (BE-LCP), has been implemented. In order to make education accessible to all, appropriate steps must be taken to make it happen. As proved by Pimentel-Tibon (2020), learning delivery modalities that schools can adopt depending on their capacity to serve and reach other students, local health conditions, availability of resources, and the location of learners. These are the following:

**Face-to-Face.** This modality allows learners and teachers to be physically present where interaction occurs in school. It applies to areas where the infection is absent or the risk of getting it is low. Moreover, this modality is only applicable if tracing contacts is easily executed and monitored.

**Distance Learning.** This modality is applicable if teachers and learners are geographically far from each other, where one is remotely distant from the other.

There are three identified types of distance learning: modular, online, and television/radio-based instruction. Teachers, parents, and guardians need to support this modality through periodic supervision.

**Blended Learning.** This modality combines face-to-face with any distance learning type, namely modular distance learning, online distance learning, and television/radio-based instruction. Blended learning is good for decongesting the number of students in school, limiting or decreasing the number of people outside homes, and maintaining social distancing.

**Home Schooling.** This modality aims to provide quality education by qualified facilitators like parents, guardians, and tutors. However, the challenge remains since not all parents and guardians are ready and equipped with the right attitude in facilitating, knowing that some of them lack the necessary education or have not been trained in supporting learners to the best of their ability. Others are also working, and monitoring their children is hard to do. The New Normal promotes independent learning; not all learners are ready to take on the challenge.

Mahdy (2020) revealed that COVID-19 had affected the academic performance of most participants in his study. It happened during the implementation of the lockdown. While education allows self-study, the giving of practical lessons becomes a challenge. Discussing online practical procedures is difficult because students need to engage with the action or process.

Additionally, Carino (2021) reported that as the New Normal sits in and as schools shifted from traditional face-to-face academic instruction to the relatively non-face-to-face approach to teaching and learning, a lot of students and parents commented that they do not understand what is in the learning material like the lessons discussed in modules.

Furthermore, the difficulty in grasping the learning module's content has affected the student's academic performance. The challenge has forced the students to improve their study habits, knowing that teachers will no longer be around physically to facilitate learning. Although, the fact remains that some students intended not to continue their studies for the same reasons.

## **METHODS AND METHODOLOGY**

This study utilized the descriptive correlational method. The study aimed to present facts concerning modular distance learning as perceived by the pupils in terms of the technical element, self-learning module's reliability, sense of authority, focus and concentration, and parent's/guardian's educational background. Specifically, it sought to measure the connectedness between the implementation of modular distance learning and the academic performance of Grade IV pupils.

## **RESEARCH LOCALE**

The research was conducted in Cebu South, where elementary public schools thrive alongside with nature's best like mountain ranges, waterfalls, and other scenic views. It is accessible by bus or any other transport from Cebu City heading to the southern coast. The process is a little complicated but doable for most people, even if it's your first time in the Philippines.

## **RESEARCH RESPONDENTS**

The respondents were Grade IV pupils in eleven elementary schools in Cebu South covering a total of 11 elementary schools. The researcher used universal sampling and invited all grade four pupils in eleven elementary schools as her respondents, with 241 pupils in total.

## **RESEARCH INSTRUMENT**

The study utilized a researcher-made questionnaire. Usually, the questionnaire comes in two parts. The first part documented the age and gender of the Grade-IV pupils. Age refers to the pupil's length of time from when he/she was born to his/her participation in the study. Gender refers to the gender of the pupil at birth.

The second part measured the implementation of the modular distance learning as perceived by the grade 4 pupils in terms of the technical element, self-learning module's reliability, sense of authority, focus and concentration, and parent's/guardian's educational background. The variable found in the second part of the questionnaire was taken from the common disadvantages of Modular Distance Learning for a typical Filipino student with a normal family setup, penned and discussed by Mean-Chin (2020) in her study titled *Student's New Normal: Modular Distance Learning* which was published in *Unique Philippines*.

The articles discussed the Department of Education's strong desire to push for quality education by not compromising the process of teaching and learning amidst the challenges faced by the country as it adapts to new blended learning.

The extent of the modular distance learning as perceived by the pupils was analyzed using the mean and standard deviation. Through standard deviation, we can see how spread out the responses or scores of the respondents. In effect, the following mean interval was devised for the interpretation of the average rating:

Range of Values	Verbal Interpretation	Qualitative Description
3.26 - 4.00	Strongly Agree	Very Good
2.51 - 3.25	Agree	Good
1.76 - 2.50	Disagree	Fair
1.00 - 1.75	Strongly Disagree	Poor

### DATA GATHERING PROCEDURE

The following procedures were undertaken in gathering the data to be carried out by the researcher:

**Preliminaries.** Different procedures were taken in order to conduct and complete the research process. The researcher asked the approval from the Principals to conduct the research in the school among its pupils. Upon approval, the researcher conducted an orientation of the benefits and possible enhancement program with the teachers, parents, and pupils involved.

**During the Data Collection.** The researcher started administering the questionnaire to grade four elementary pupils in Cebu South. Once gathered, the data were collected and collated for analysis. It was done through the researcher's full and detailed explanation of the process, including the exhaustive description of all the factors or domains involved therein. The role of class teachers came into play by facilitating the actual conduct of research. The first set of data analyzed was the respondents' profile regarding the age and gender of Grade IV. Other data collected were the final grades of the respondents at the end of the school year, a reliable representation of their academic performance. The modular distance learning as perceived by the Grade IV pupils in terms of the technical element, self-learning module's reliability, sense of authority, focus and concentration, and parent's/guardian's educational background was also measured. The data were analyzed to know the relationship between the implementation of modular distance learning and the academic performance of Grade-IV pupils.

**Post Data Collection.** After administering the survey questionnaire, analyzing the gathered data, and interpreting the results, the researcher planned an intervention program based on the findings to propose in order to address the pressing issues arising from the results. The program was proposed to the Principals (School Heads) in Cebu South. Teachers and parents were informed as well to know how this program can help the pupils, which is why this study was conducted.

### RESULTS AND DISCUSSION

**Profile of the Respondents.** A total of 241 Grade IV pupils participated in the study. As displayed in Table 1, the respondents' ages ranged from 10 to 11 years old. Most were ten years old, representing 55.2% of the total population. Also, most respondents were female, comprising 53.9% of the total population.

**Table 1.** Profile of Grade-IV pupils as to their age

	Profile	Frequency	Percent
Age	11 years old	108	44.8
	10 years old	133	55.2
	9 years old	0	0
	Total	241	100.0

Table 1 above presents the *profile of the respondents as to their age*. It shows that 133 respondents were ten (10) years old, which comprises 55.2% of the 241 total population, and 108 were aged 11 years old, compromising 44.8% of the total population. The Department of Education in the Philippines is strict regarding the age compliance of learners before enrolling in public or private schools. The results obtained by the researcher are typical. Grade IV pupils in the country are usually aged 9-10 years old with some exceptions, like when a child enters kindergarten earlier than usual, which is allowed by the Department of Education should parents opt to have their kids registered early on, especially if children are emotionally and psychologically ready to learn.

Other pupils may age beyond ten (10) years old, maybe because they have skipped a year or two in primary education. However, age is never a criterion for learning.

The results revealed that more than half of the respondents are at the right age. Middle childhood from 9-11 years old, is considered a developmental milestone for children. Children at this age manifest independence and thus gaining a sense of responsibility is important.

It is at this age that the child faces more academic challenges at school, becomes more independent from family, sees the point of view of others more clearly, and increases their attention span (Centers for Disease Control and Prevention, n.d.).

With advancements in science and technology, barriers have been broken, and learning has become easy for these learners. Resources can be accessed anytime and anywhere. They are available right at the tip of the finger. For example, a pupil or learner need not leave home to look for information. With the help of technology, learning things and getting the right information is now easy to achieve.

**Table 2.** Profile of Grade-IV pupils as to their gender

Profile		Frequency	Percent
Gender	Male	111	46.1
	Female	130	53.9
	Total	241	100.0

As stated, Table 2 above presents the *profile of the respondents as to their gender* based on the results. The number of girls who participated in the study outnumbered the number of boys, for it garnered 130 respondents, which comprised 53.9% of the 241 total population, and 111 respondents were male, compromising 46.1% of the total population.

**The Level of Implementation of Modular Distance Learning as perceived by the Grade IV pupils.** The extent of the modular distance learning as perceived by the pupils was analyzed using the mean and standard deviation. The standard deviation is use to know how disperse the respondents' responses are from the mean. The modular distance learning as perceived by the grade 4 pupils were categorize into five, namely; *technical element, self-learning module's reliability, sense of authority, focus and concentration, and parent's/guardian's educational background.*

**Table 3.** Modular Distance Learning as perceived by the Grade-IV pupils in terms of Technical Element

Indicator	Mean	Std. Deviation	Verbal Interpretation	Qualitative Description
1. Devices are available.	2.05	0.99	Disagree	Fair
2. The internet connection is stable.	2.01	0.88	Disagree	Fair
3. Saving documents and other learning materials is easy.	1.75	0.96	Disagree	Fair
4. Easy to operate any device in researching and doing assigned tasks.	1.83	0.92	Disagree	Fair
<b>Average</b>	<b>1.91</b>	<b>0.81</b>	<b>Disagree</b>	<b>Fair</b>

Legend: 3.26 - 4.00 (Strongly Agree); 2.51 - 3.25 (Agree); 1.76 - 2.50 (Disagree); 1.00 - 1.75 (Strongly Disagree)

The table above presents *Modular Distance Learning as perceived by the Grade-IV pupils in terms of Technical Elements*. It shows an average mean of 1.91 and a Standard Deviation of 0.81. It can be verbally interpreted as *disagreeing* and qualitatively described as *fair*. Specifically, indicator number 1, *Devices are available*, has garnered the highest mean of 2.05, with a standard deviation of 0.99, verbally interpreted as *disagreeing* and qualitatively described as *fair*. On the other hand, indicator number 3, *Saving documents and other learning materials, is easy* and has a mean of 1.75 and a standard deviation of 0.96. it was verbally interpreted as *disagreeing* and qualitatively described as *fair*. The participants generally

disagree that devices are available, on having a stable internet connection, on easier means of saving documents and other learning materials, or on ease of operating any device in researching and doing assigned tasks. It means that, on average, the pupils had difficulty doing their essential requirements due to the technical elements involved.

**Table 4.** Modular Distance Learning as perceived by the Grade-IV pupils in terms of Self Learning Module's Reliability

Indicator	Mean	Std. Deviation	Verbal Interpretation	Qualitative Description
1. The learning module is clearly written and easy to understand	3.09	0.84	Agree	Good
2. The instructions in the module is easy to follow.	2.49	0.86	Disagree	Fair
3. The Learning module is complete with important lesson to learn.	3.34	0.78	Strongly Agree	Very Good
4. The learning module evaluate what it looks for in a pupil's progress	3.20	0.79	Agree	Good
<b>Average</b>	<b>3.03</b>	<b>0.59</b>	<b>Agree</b>	<b>Good</b>

Legend: 3.26 - 4.00 (Strongly Agree); 2.51 - 3.24 (Agree); 1.76 - 2.50 (Disagree); 1.00 - 1.75 (Strongly Disagree)

In like manner, Table 4 presents the modular distance learning perceived by the Grade-IV pupils in terms of the reliability of the self-learning module. The results revealed that the statement *The Learning module is complete with an important lesson to learn* got a mean of 3.34 and a standard deviation of 0.78, which is verbally interpreted as *strongly agree* and qualitatively described as *very good*. It means that the most essential learning competencies required of a learner to gain is found in the modules. Because of the limited face-to-face classes or interaction between learners and teachers because of some restrictions, modules must contain most essential learning competencies to ensure learners will get and learn what they are supposed to know. Perhaps, the module given followed the essential learning competencies the Department of Education posed. Further, the lessons are complete and important to learn. According to Burge (n.d.), effective learning modules must clearly state their purposes and aspirations for student participants and communicate these to students.

The statement *The instructions in the module are easy to follow* got the lowest mean of 2.49 and standard deviation of 0.86, which is verbally interpreted as *disagreeing* and qualitatively described as *fair*. It means that pupils find it hard to follow the instructions in the module. It could be attributed to the fact that some pupils are only assisted by their parents and, at times, are not so familiar with the activities included in the module. Each learner has different levels of understanding instructions. Some learners need close monitoring and supervision. Others can do things on their own. There could be discussions that's better understood when done face-to-face rather than writing or reflecting them in modules. Perhaps communicating their questions to their teachers is limited, considering the restrictions imposed by authorities due to COVID-19.

**Table 5.** Modular Distance Learning as perceived by the Grade-IV pupils in terms of Sense of Authority

Indicator	Mean	Std. Deviation	Verbal Interpretation	Qualitative Description
1. Parents know their role as facilitators	3.25	0.79	Agree	Good
2. Parents explain content whenever found Difficult	2.82	0.87	Agree	Good
3. Parents encourage to continue learning amidst the pandemic	3.29	0.75	Strongly Agree	Very Good

4. Parents properly monitor progress	3.21	0.79	Agree	Good
<b>Average</b>	<b>3.14</b>	<b>0.64</b>	<b>Agree</b>	<b>Good</b>

Legend: 3.26 - 4.00 (Strongly Agree); 2.51 - 3.25 (Agree); 1.76 - 2.50 (Disagree); 1.00 - 1.75 (Strongly Disagree)

In addition, Table 5 above shows the modular distance learning as perceived by the Grade-IV pupils in terms of a sense of authority. Indicator number 3, *Parents encouraged to continue learning amidst the pandemic*, got the highest mean of 3.29 with a standard deviation of 0.71. It is verbally interpreted as *strongly agreeing* and qualitatively described as *very good*. Parents know how important education is and that learning should continue despite the challenges besetting today's education. More importantly, parents know their role as facilitators because orientations were provided prior to the distribution of learning modules. According to Packman (2020), the pandemic has shown us that parents have a bigger role to play in education. Since the start of the pandemic, parents are becoming more involved in their child's education and learning. Parents were seen juggling different careers and at the same time closely monitoring their children since they are designated as facilitators with the physical absence of teachers.

The pandemic leads to a better partnership between parents and teachers and home and school. About 41% of parents feel they have a say on school decisions that affect their child's education.

On the other hand, indicator number 2, *Parents explain content whenever found difficult*, got the lowest mean of 2.82 with a standard deviation of 0.87 with a verbal interpretation of *agreeing* and qualitative description of *good*. Some parents may be working, and monitoring children's progress may be a bit of a challenge.

**Table 6.** Modular Distance Learning as perceived by the Grade-IV pupils in terms of Focus and Concentration

Indicator	Mean	Std. Deviation	Verbal Interpretation	Qualitative Description
1. I am focus on reading the contents of learning module	3.16	0.81	Agree	Good
2. I am not destructed by the outside elements like noise, commotion and the like	2.58	0.86	Agree	Good
3. I am determined to finish the given assessment task	3.04	0.76	Agree	Good
4. I understand the direction of my learning	2.85	0.78	Agree	Good
<b>Average</b>	<b>2.91</b>	<b>0.59</b>	<b>Agree</b>	<b>Good</b>

Legend: 3.26 - 4.00 (Strongly Agree); 2.51 - 3.25 (Agree); 1.76 - 2.50 (Disagree); 1.00 - 1.75 (Strongly Disagree)

Apart from this, Modular distance learning, as perceived by the Grade IV pupils in terms of focus and concentration, is presented in Table 9 above. Indicator number 1, *I am focused on reading the contents of the learning module*, got the highest mean of 3.16 and standard deviation of 0.81, which is verbally interpreted as *agree* and qualitatively described as *good*. It implies that the respondents' eagerness to learn is present. Learning the contents of learning modules is very important. According to Adminlp2m (2021), learning modules are created as standalone. It substitutes for teachers. If learners have no concentration and focus, learning can be challenging. Focus is necessary because learning modules are independent teaching materials for students to no longer depend on teachers and can learn independently.

However, indicator number 2, *I am not destructed by the outside elements like noise, commotion, and the like* got the lowest mean of 2.58 and standard deviation of 0.86, which is interpreted as *agree* and qualitatively described as *good*. While it is true that pupils are focused on reading the contents of the learning module, some of the locations of these pupils are in areas where noise is common, like those



living near the roads and markets where they can hear cars blowing their horns and people shouting to attract customers.

**Table 7.** Modular Distance Learning as perceived by the Grade-IV pupils in terms of Parent's/ Guardian's Educational Background

Indicator	Mean	Std. Deviation	Verbal Interpretation	Qualitative Description
1. My parents' education helps me as a pupil in doing school task.	3.23	0.86	Agree	Good
2. My parents know the purpose of the module and its function	2.84	0.80	Agree	Good
3. My parents are knowledgeable with the subject that I am learning	2.39	0.88	Agree	Good
4. My parent's knowledge makes it easy for me to understand the activity given in the learning module	2.93	0.87	Agree	Good
<b>Average</b>	<b>2.85</b>	<b>0.70</b>	<b>Agree</b>	<b>Good</b>

Legend: 3.26 - 4.00 (Strongly Agree); 2.51 - 3.25 (Agree); 1.76 - 2.50 (Disagree); 1.00 - 1.75 (Strongly Disagree)

Table 7 above reflects the modular distance learning perceived by Grade IV in terms of the parent/guardian's educational background. Indicator number 1, My parents' education helps me as a pupil in doing school tasks, acquired the highest mean of 3.23 with a standard deviation of 0.86, verbally interpreted as agree and qualitatively described as good.

It means that parents' education is helping learners to do school tasks probably because they know about it since they have the right education or are educated enough to understand the learning module. According to Lamar University (2021), there is no secret that parents are the primary source of influence in students' lives. Parents usually figure out what kids will wear and what they will eat. Moreover, parents' educational level greatly impacts their children's success.

On the opposition, indicator number 3, My parents are knowledgeable about the subject that I am learning, got the lowest mean of 2.39 and standard deviation of 0.88 and it can verbally be interpreted as agree and qualitatively described as good. It implies that most parents also have difficulty supervising their children in answering the learning tasks in the modules.

**Academic Performance of Grade IV Pupils.** The level of the academic performance of Grade IV pupils is anchored to DepEd order 031, s. 2020 (interim guidelines for assessment and grading in light of the basic education learning continuity plan). As can be gleaned in table 13, the academic performance of the Grade IV pupils was found to be satisfactory. It means that the pupil's performance is within the acceptable range despite the onset of the pandemic. It can also be attributed to various factors affecting their performance, for instance, having qualified teachers, availability of materials to promote their education, efficient services, virtuous feedback, and a lot more.

**Table 8.** Adjectival Rating of Grade IV Pupils based on their General Average

Grading Scale	Frequency	Percent	Description	Interpretation
90-100	40	16.6	Outstanding	Passed
Grading Scale	Frequency	Percent	Description	Interpretation
85-89	81	33.6	Very Satisfactory	Passed
80-84	92	38.2	Satisfactory	Passed

75-79	28	11.6	Fairly Satisfactory	Passed
Below 75	0	0.0	Did Not Meet Expectation	Failed
<b>Total</b>	<b>241</b>	<b>100</b>		

Table 12 presented the frequency and percentage distribution value of the respondent's Adjectival Rating based on their general average. Based on the result, 16.6 percent, or 40 Grade 4 pupils, achieved outstanding performance, and 33.6 percent, or 81 of the respondents, achieved very satisfactory performance. 38.2 percent achieved a satisfactory level of performance, and 11.6 percent or 28 grade 4 pupils were in a fairly satisfactory level of performance. This means, that most learners are doing well academically having performed satisfactorily to very satisfactorily. It also good to note that none from the respondents got a grade below 75 which means that none of them failed to meet what is expected from them as learners.

**Table 9.** The Academic Performance of Grade -IV Pupils

	Mean	Std. Deviation	Interpretation
Academic Performance	84.78	4.11	Satisfactory

Legend:

Grading Scale	Descriptors	Remarks
90-100	Outstanding	Passed
85-89	Very Satisfactory	Passed
80-84	Satisfactory	Passed
75-79	Fairly Satisfactory	Passed
Below 75	Did Not Meet Expectation	Failed

On the contrary, Table 9 presents the academic performance of Grade- IV pupils with a mean of 84.78, which is interpreted as *satisfactory*. It is despite the ongoing pandemic in the country. The resiliency of the pupils is evident as they rise above the challenges during these trying times.

#### RELATIONSHIP BETWEEN THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING AND THE ACADEMIC PERFORMANCE

**Table 10.** Crosstab Analysis on the Implementation of Modular Distance Learning and Academic Performance

Variables	Pearson Chi Square	Contingency Coefficient	Df	p-value	Interpretation	Decision
Technical Elements	52.084 <sup>a</sup>	.152	36	0.040	Significant	Reject Ho
Self-Learning Module's Reliability	14.321 <sup>a</sup>	.614	6	0.026	Significant	Reject Ho
Sense of Authority	32.313 <sup>a</sup>	.000	9	0.000	Significant	Reject Ho
		.019				
Focus and Concentration	44.969 <sup>a</sup>	.012	9	0.000	Significant	Reject Ho
Parent's/Guardian's Educational Background	33.617 <sup>a</sup>	.152	9	0.000	Significant	Reject Ho

Among the variables, *Self-Learning Module Reliability*, got the strongest relationship with contingency

coefficient of .614. Only Self Learning Module's Reliability variable has a strong relationship to the strength of correlation. However, Technical Elements, Sense of Authority, Focus and Concentration, and the Parent/ Guardian's Educational Background have a very weak/ no relationship with the academic performance of the pupils.

## CONCLUSION

The respondents were at the right age based on their grade level. Females outnumbered males which gives the gender issue in learning become more evident as girls engage more in school and activities.

Pupils have different perceptions of modular distance learning regarding technical elements, self-learning module's reliability, sense of authority, focus and concentration, and the parent's/guardian's educational background. It is so because pupils come from different backgrounds. For instance, regarding technical elements, most respondents rated it low since gadgets are too expensive for some, especially those whose income is too small even to consider buying one. Internet connectivity is always an issue and adding to that is the remote location of learners where the stability of internet connection is affected. Likewise, parents' participation and involvement in teaching and learning are very important in these challenging times. Parents are seen as key players in helping learners achieve their potential by assisting them in their quest for knowledge as their participation and involvement are evidently clear. Additionally, obtaining the right education for a better future motivates these learners. How the pupils perceived modular distance learning in terms of technical elements, the self-learning module's reliability, sense of authority, focus and concentration, and the parent's/guardian's educational background directly correlates to their academic performance. It means that it is important to establish a good and strong foundation on these elements because they will help carry out the best learning possible among these pupils.

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## DATA AVAILABILITY

No new data were created or analyzed in this study. Data sharing is not applicable to this article.

## CONFLICT OF INTEREST

The author declares no conflict of interest. There is established financial relationship between the author and any organization or agency since the research is solely decided by the author with no sponsorship.

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