Modular Retrieval and Distribution System: Parent-Teachers Undisclosed Narratives

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Abstract

This study was conducted to determine the lived experiences of parents and teachers in the retrieval and distribution system in an elementary school in the Philippines with five (5) parent-respondents and five (5) teacher respondents for school year 2021-2022. The study employed phenomenological research design in which data gathering instrument used was the validated interview guide questionnaire. During the conduct of the interview, series of themes were formed both on the teachers and parents’ aspect as they shared their experiences during the distribution and retrieval of modules. The challenges and problems experienced by the parents and teachers in modular distribution and retrieval are identified as additional themes. The findings showed that the lived experiences of the teachers shared the same sentiment that in this set-up, it was difficult to address the needs of the learners immediately due to insufficient teaching materials and geographic location. Meanwhile, the parent-participants responses showed that they struggled as they had to leave work and chores to be at school for the distribution and retrieval of modules. The module distribution and retrieval made the parents understand the job of a teacher. It also helped teachers develop intrapersonal skills and grow professionally, become considerate, flexible, patient in every situation and the need for cooperation between parents and teachers.

Keywords: lived experiences, module distribution and retrieval, phenomenological, parents and teacher

Article History:
Received: April 21, 2023
Accepted: May 8, 2023
Revised: April 24, 2023
Published online: July 26, 2023

Suggested Citation:

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*This paper is presented at the 4th International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2023
Introduction

Many changes occurred in the educational scene as a result of the emergence of COVID-19 in the Philippines especially in the field of education. The changes include the shifting of face-to-face classes into different modalities which includes online learning, modular distance learning and blended learning, in which it is in this light that the purpose of this study is to capture the lived experiences of teachers and parents and their coping mechanisms in module retrieval and module distribution since the implementation of modular instruction fostered various challenges for teachers. Similarly, parents are lack of knowledge to academically guide their child/children in the implementation of modular distance learning in the Philippine public elementary schools. The transactional stress and coping theory model will serve as the study's overarching theory in this investigation. Thus, the qualitative research questions were created to comprehend and enlighten the objective of the study.

Specifically, it seeks to answer the following research question.

1. What are the lived experiences, issues and challenges of teachers and parents on the distribution and retrieval system?
2. What are the proposed programs and coping mechanisms of teachers and parents to address the challenges encountered?

Methodology

This research used a phenomenological research design that interprets participant’s own experiences to a phenomenon and is more concerned with describing the "lived experiences" of the study's participants (Moustakas, 1994). Moreover, the researcher used “bracketing”, a scientific technique in which a researcher suspends or abeyance her presuppositions, prejudices, assumptions, hypotheses, or past experiences to observe and explain the core of a particular phenomenon (Moustakas, 1994).

The study participants were five teachers and five parents as potential research participants who are stakeholders in the school community. They were purposefully selected based on the inclusion criteria set by the researcher. To protect the Integrity of the participants, giving pseudonyms were allowed.

Since the study analyzed the lived experiences of the potential research participants, the researcher conducted face-to-face in-depth interviews for them to tell their stories about their experiences, journey, challenges, and coping mechanisms. Similarly, to give study participants
time and space flexibility, giving them more time to ponder and respond to information requests (Creswell 2013), the study also employed online questionnaires.

Colaizzi’s method of data analysis was used to identify meaningful information and organize into themes or categories following the standard steps. In terms of ethical consideration, since it is a qualitative research, maintaining respondent confidentiality is very important.

In the conduct of the study, the researcher ensures that the participants are protected from physical or psychological harm (including loss of dignity, loss of autonomy, and loss of self-esteem); protects privacy and confidentiality; protects against unjustifiable deception and assure the voluntary participation of the participants.

**Findings**

It was viewed that pandemic brought changes in the lives of teachers and parents in terms of modular modality system. Regarding the modular distribution, it was challenging on their part since they looked into the best resources that can augment their needs during their modular classes. Although, the modular distribution allowed the teachers to pull out their resources and maximize their initiatives through heartfelt donations. It had been a tough battle since there is insufficient printing materials and equipment.

There were several challenges and difficulties encountered by the parents during the pandemic. Some of them came across with being impatient towards facilitating, giving-up with their jobs to cater and assess their child(ren), feels overfatigue and having trouble in financial matter. Some encountered challenges most especially dealing with their child(ren)’s behavior towards learning and the level of knowledge that the parents had.

In terms of coping mechanisms employed by the teacher-participants, there were participants who maintained their thinking always positive which fueled them to continue pursuing learning despite of the challenges they encountered, maintaining a strong relationship with God, having a great bond and seeking for help from their family, relatives, and peers are some of the coping strategies practiced by the teacher-participants.

After identifying the challenges encountered, the researcher came up with the Proposed Intervention Program in the form of seminar or training which aims to provide beneficial inputs for both parents and teachers on how to address the problems or difficulties encountered due to pandemic crisis, capacitate the teachers, parents and the guardians with ample skills and trainings
that could aid them in extending guidance to their children as they served as facilitator of learning at home.

**Conclusion**

Based on the findings of the study, the following conclusions are drawn:

The **teacher-participants** made necessary preparations for modular distance learning as they are flexible enough. They had much realization which includes the difficulty to address the needs of the learners. It also helped developed interpersonal skills which enable them to grow professionally and become considerate, flexible and patient. In addition, it highlights the need for cooperation between parents and teachers to make learning possible despite the pandemic. In addition, the modular distribution and retrieval are challenged in terms of budgetary requirements; parent’s commitment and academic dishonesty, and delayed submission of modules. these challenges were coped by the participants through different strategies such as; constant communication through texts and social media; reminders on the scheduled modular distribution and retrieval; technical assistance provided by the school head; strict monitoring of learners.

With remarks to the experiences of the **parent-participants**, extracted from all the responses, parents experienced difficulties in facilitating learning at home which includes following the schedule, managing time and sacrificing work just to return and get modules to and from school. Modules caused stress and caused parents to become impatient in facilitating learning at home. Hence, they cannot allow their children to be left behind and so different strategies were applied such as instructional, motivational and rewarding. Participants also learned to encourage, motivate, practice time management and seek assistance to accomplish activity sheet.

**References**


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