



Challenges of Modular Distance Learning in Elementary Alternative Learning System (ALS) Learners

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Abstract: *The study aimed to determine the relationship between challenges in the implementation of modular distance learning, parental involvement, and academic performance of ALS Learners. The respondents were the teachers, parents, and learners in Tagoloan and Villanueva Districts in the Division of Misamis Oriental. There were one hundred-three (103) pupil-respondents, one hundred-three (103) parent respondents, and thirty (30) teacher respondents in this study. The data collection process for this study employed two distinct technologies. The first involved a questionnaire for parents about their parental participation and for instructors and students about difficulties implementing modular remote learning in ALS. Data mining for the grades of the students as their academic success is the second instrument. The descriptive and inferential statistical methods used for data presentation, analysis, and interpretation were frequency distribution, percentages, mean, standard deviation, and Person Product Moment Correlation Coefficient. The findings indicated that the implementation of modular distance learning in ALS was rated as Moderate by teachers and Great by students. There was some parental engagement. Academic performance and difficulties using self-learning modules, as well as parental participation, were found to be significantly positively correlated. It is advised that these elements be given attention and emphasis, particularly now that students are still dealing with a variety of difficulties and worries about changes to their studies.*

Key Words: MDL, ALS, Parental Involvement, Challenges, Academic Performance.

1. INTRODUCTION:

Through an educational system known as the Alternative Learning System, out-of-school adolescents and adult learners have access to comparable pathways to finish their basic education and the chance to develop their functional and basic abilities. (ALS). As a second chance education project, it seeks to provide out-of-school adolescent and adult students with the opportunity to finish their education in a fashion that best suits their requirements and schedule, enabling them to live better lives and contribute positively to society.

Due to a variety of issues, many people in the Philippines do not have the chance to participate in and complete official Basic Education from Grades 1 to 10. As a result, some students drop out of school while others go to remote locations. All citizens of the country are entitled to free basic education, thus the government established ALS to provide everyone with the chance to access and complete basic education in a way that best meets their needs and circumstances.

Additionally, the 1987 Philippine Constitution recognizes and encourages a wide range of non-formal education. A comprehensive, sufficient, and integrated system of education that is relevant to the requirements of the people and society must be established, maintained, and supported by the State, as stated in Article XIV, Section 2. Along with self-learning, independent, and out-of-school study programs, this area briefly supports non-formal, informal, and indigenous learning systems as well, especially those that cater to local needs.

The classroom, where qualified instructional supervisors are in charge, is the cornerstone of the formal education system, according to DepEd Philippines. Community-based ALS non-formal education is offered outside of the classroom at barangay multi-purpose halls, libraries, or students' homes with the help of ALS learning facilitators like mobile teachers, district ALS Coordinators, and instructional managers in accordance with a schedule and location that both the students and facilitators have agreed upon. This type of education is known as a community learning center (CLC).

The Department of Education further stated that the ALS instructional manager gives the students access to additional resources such as textbooks, e-modules, self-learning instructional materials, learning activity packages,



online or digital modules, self-learning instructional materials, blended technology learning resources from home, and other sources. While modules for advanced levels are made for independent or self-study, modules for basic levels come with a facilitator's guide. However, since self-learning modules make up most of the resources in the alternative learning system, using SLMs offered several challenges for both teachers and students. Many elementary pupils taking the ALS elementary level courses struggle to complete their modules. Some respondents asserted that they preferred to speak with their teacher face-to-face in the classroom. Maramag (2022) asserts that ALS pupils struggle to hone their oral reading skills. As a result, they are unable to comprehend the content in their modules.

In line with Bartolome et. al. (2017) Because of this, parental involvement in the education and development of their children is crucial. Education for kids is increasingly moving in the direction of a more comprehensive vision of education in the twenty-first century. Given that children's education is increasingly taking place in a range of settings, parents are in a unique position to ensure that these settings best match their children's particular learning needs. The Alternative Learning System (ALS) used portfolios, student performance in class, and the results of the A and E tests to evaluate students' academic progress. Self-learning modules were utilized to evaluate the academic performance of the students.

The learner feedback from parents and teachers showed that learners in ALS are no longer prioritizing actual learning but are instead just completing all the tasks in their self-learning modules. The researcher observed that ALS teachers and learners are experiencing problems in relation to modular distance learning, particularly in the distribution and retrieval of SLMs. Hence, parental participation has an impact on ALS students' academic achievement because they receive insufficient direction. The researcher opted to conduct this study in light of this situation because it is relevant to the problems society is now having, especially those that pertain to the Alternative Learning System (ALS). The findings of this study will aid in identifying the challenges faced by elementary ALS students who are enrolled in modular distance learning and who have parental involvement in their education, as well as in providing research-based knowledge that will be beneficial to all.

2. METHODOLOGY:

The study utilized the descriptive correlational research design with content analysis. This method is adapted to investigate new problems and questions that will arise during the study. This is a non-experimental study of the significance of the variables with the help of statistical analysis. This study uses a descriptive correlational research approach to describe the variables and the correlations that naturally exist between and among them. Because it is descriptive, it will aid in learning more about the current situation. Two variables are measured via correlational research. Without influencing or modifying any of the variables, this approach seeks to study correlations between them (Cuadra, 2021).

The respondents of the study were the total population of thirty (30) teachers, one hundred-three (103) learners, and one hundred-three (103) parents for a total of two hundred thirty-six (236) actual respondents from ALS Tagoloan and ALS Villanueva Districts in the Division of Misamis Oriental. The researcher utilized the purposive sampling method with complete enumeration. Problems 1, 2, and 3 used the weighted mean and standard deviation to determine the degree of extent on implementation of ALS modular distance learning and the involvement of the parents in the impact of students' academic performance. Problem 4 used Pearson Product-Moment Correlation Coefficient to determine the significant relationship between the extent of the implementation of ALS modular distance learning and parental involvement in students' academic performance.

3. RESULTS AND DISCUSSION:

Overall Instructors' Difficulties on ALS Modular Distance Learning Deployment are shown in Table below. Its overall mean is 4.20 with a standard deviation of 0.73, which is characterized as Always and interpreted as a Large Extent. This indicates that the implementation of ALS Modular Distance Learning presented the second-highest level of difficulties in the teachers' eyes. This suggests that the teachers feel at ease with the way the ALS modular distance learning is being used. Instructors are prepared and creative enough to overcome implementation-related problems. As a result, people are at peace knowing that they are dedicating their entire attention to it. A crucial element of success is each successful person's level of dedication, which demonstrates their commitment to achieving their life's objectives. Life requires commitment, which is also a must for achieving any kind of lasting achievement (Doherty, 2020).

The highest variable in the same table, "Content and Pedagogy," has a mean score of 4.31 and a standard deviation of 0.78; it is described as always and is interpreted as occurring to a Great Degree. This indicates that the teachers believed the modules for modular distance learning were thoroughly examined to make sure the knowledge and skills they contained were simple to understand and master. This suggests that the teachers are aware of the high



caliber of the set of modules they are using and distributing to their pupils in terms of content and pedagogy. Hence, in order to prevent confusion and misunderstandings, they ensure that any errors are clarified by offering more information and reading materials. According to Julaton et al. (2022), SLMs were thought to be effective teaching aids. The researchers advised teachers and students to employ SLMs and that DepEd personnel and the Quality Assurance team analyze the SLMs to ensure their effectiveness and quality. The researchers also proposed a teacher-designed training program for SLMs. In this manner, consistency in the delivery of reading materials is accomplished.

Table 1. Overall Instructors' Difficulties on ALS Modular Distance Learning

Variables	Mean	SD	Description
Content and Pedagogy	4.31	0.78	Always
Distribution and Retrieval	4.12	0.78	Often
Assessment	4.17	0.64	Often
Overall	4.20	0.73	Always

Note: 4.20-5.00 Always 3.40-4.19 Often 2.60-3.39 Occasionally 1.80-2.59 Seldom 1.00-1.79 Not at all

The variable "Distribution and retrieval" gets the lowest score, with a mean of 4.02 and a standard deviation of 0.78, indicating that it occurs frequently and to a high extent. This means that the timetables for parents and kids, as well as the distribution and retrieval procedure, are not found to have any more serious problems by the teachers. This indicates that there are parent and student delays, but they are unquestionably tolerable. Planning is crucial to ensure that an action will go smoothly when it is carried out. Planning in advance will assist the work be accurate and error-free. Efficiency and production will rise with preparation and organization. Objectives and objectives are achieved by adhering to planned schedules (Fidalgo, 2020).

The general difficulties faced by learners when implementing ALS Modular Distance Learning are shown in Table 8. Its overall mean is 4.25 with a standard deviation of 0.76, which is always and is understood as a Large Extent. This indicates that the students highly approve of how the modular learning is being done and that they thought the ALS Modular Distance Learning was being implemented at the highest level. They thought the set of requirements had been fulfilled. The teachers are doing their part to give high-quality instruction. According to Estrada (2021), the Department of Education's teachers and staff make sure that the modules are appropriate for the students' learning capacity and potential, including the parts on evaluation and incentive that act as a full road map for desired outcomes and skills.

Table 2. Overall Learners' Challenges on Implementation of ALS MDL

Variables	Mean	SD	Description
Content and Pedagogy	4.24	0.86	Always
Distribution and Retrieval	4.02	0.64	Often
Assessment	4.49	0.76	Always
Overall	4.25	0.76	Always

Note: 4.20-5.00 Always 3.40-4.19 Often 2.60-3.39 Occasionally 1.80-2.59 Seldom 1.00-1.79 Not at all

The top-rated variable in the same table is "Evaluation," which has a mean score of 4.49 and a standard deviation of 0.76 and is characterized as Always and interpreted as Vast Extent. This indicates that the pupils believed the instructors could return their graded products. This suggests that the students were graded equally and fairly, and that they received their graded materials on schedule. This is a crucial academic practice. Students will experience a sense of community. Also, it will encourage students to contribute and voice their opinions during the class recitation. This boosts each student's spirits without considering their socioeconomic level. A lengthy analysis revealed that injustice can harm society and reduce a country's success (Oco, 2022).

The lowest variable, however, is "Distribution and Retrieval," which has a mean score of 4.02 and a standard deviation of 0.64 and is characterized as Frequently and interpreted as a High Extent. This indicates that the students experience fewer problems with the distribution and retrieval of modules. This indicates that the distribution and



retrieval of modules for the students was handled correctly and in a timely manner. Since students require time to study the lectures before they can complete the tasks allocated to them and create the portfolio, this is done to ensure timeliness and punctuality. So, it is important to allow pupils plenty of time to read, study, and comprehend the lectures (Oco, 2022; Dablo, 2022).

Table 3. Overall Parental Involvement on Implementation of ALS MDL

Variables	Mean	SD	Description
Tutoring	3.27	0.74	Occasionally
Time management	3.27	0.76	Occasionally
Supervision	3.35	0.78	Occasionally
Overall	3.26	0.76	Occasionally

Note: 4.20-5.00 Always 3.40-4.19 Often 2.60-3.39 Occasionally 1.80-2.59 Seldom 1.00-1.79 Not at all

Overall Parental Involvement in the Implementation of ALS Modular Distance Learning has an Overall Mean of 3.26 with SD=0.78, which is described as Occasionally and interpreted as Moderate Extent. This indicates that parental involvement in the ALS Modular Distance Learning implementation was at the third highest level, which suggests that parental involvement in children's activities at home is not as great as it may be. This is because parents are more likely to work in order to generate money to meet the family's essential demands. Even if parents strive to help their children with their homework, they can already feel worn out when they arrive home.

According to the studies done by Nagac (2022) and Oco (2022), there is little parental participation in their children's academics, including tutoring. Some kids work, which reduces their time with their parents, which is the cause of this. Furthermore, the way that lessons are taught now is very different from the way that they were taught to the parents when they were still in school. Parents occasionally find it difficult, sometimes to the point where they are unable to relate.

In the same table, the highest rated variable is "Supervision." It has a Mean score of 3.35 with SD=0.78, which is described as Occasionally and interpreted as Moderate Extent. This means that as much as possible, parents monitor the whereabouts and activities of their children. This implies that despite their busyness in making a living, parents make it a point to monitor the activities of their children. Dablo (2022) claims that while parents may find it challenging to help with their children's academics, they do their best to support their physical and psychological growth. Parents occasionally have the power to influence their kids' emotional and financial decisions. They give the kids the tools they need to reach some of their objectives while listening to them talk about their financial choices.

On the other hand, the lowest rated variables is "Tutoring and Time management." It has a Mean score of 3.27 with SD=0.74 and SD=0.76, which is described as Occasionally and interpreted as Moderate Extent. This indicates that parents are less involved in helping their kids with their schooling. It suggests that parents would rather help their kids with other elements of their lives than with their schoolwork. They can largely provide inspiration and words of encouragement. This is due to the lapse in time, during which the lessons taught now differ from those learned by the parents when they were in school. It is challenging for the parents to relate topics they are unfamiliar with. According to Julaton et al. (2022), parents' top priorities are to provide their kids' fundamental needs. The researchers also recommended that parents continue to keep an eye on their kids' time management skills in order to reduce extracurricular activities and distractions.

Learners' Academic Performance has an Overall Mean of 83.12 (SD=4.73) with an interpretation of Satisfactory. Moreover, twenty-one (21) out of one hundred-three (103) or 20% of the students got the scores at outstanding level, twenty-seven (27) out of one hundred-three (103) or 26% of the students got the scores at very satisfactory level, fifty (50) out of one hundred-three (103) or 49% of the students got the scores at a satisfactory level and five (5) out of one hundred-three (103) or 5% of the students got the scores at fairly satisfactory level. This implies that the students were able to achieve the third highest level of academic performance.

According to Park (2021), a student's academic performance is essential to their success and growth as learners. They will be able to acquire more sophisticated abilities that they can use outside of the conventional classroom setting. Students' academic progress will determine whether they pass and move on to a much higher level of study or whether they need to retake the grade level they are currently in. Students must therefore acquire and comprehend its concepts across a variety of topic areas. Being proficient in the knowledge and abilities that each discipline gives is one of the



most important disciplines in daily life because it is required for the bulk of human pursuits. For negotiating the mechanical world and developing technologies, expertise is necessary.

Table 4. Learners’ Academic Performance

Level of Performance	Frequency	Percentage	Mean	SD	Interpretation
Outstanding	21	20	83.12	4.73	Satisfactory
Very Satisfactory	27	26			
Satisfactory	50	49			
Fairly Satisfactory	5	5			
Did not Meet Expectation	0	0			
Total	103	100.00			

Note: 90-100 Outstanding 85-89 Very Satisfactory 80-84 Satisfactory 75-79 Fairly Satisfactory
 74 and below Did not meet expectations.

Also, according to Magulod (2018), a student's academic success is an indication of how well they are learning in any educational setting. The demonstration of learning outcomes that may be assessed through performance, in-class assessments, assignments, outputs, and major exams, as well as by students' great grades in all of their subject classes, characterize academic success. At all grade levels, children's academic achievement is influenced by both intellectual and non-intellectual variables, according to past study. It's crucial to divide pupils into appropriate age groups when creating a remedial education program. Because each age group may have a different learning style from the next, this will help students learn more effectively. One educational strategy that differentiates instruction and helps pupils attain academic success is homogeneous grouping (Defacto, 2022).

Test correlation of Challenges on ALS Modular Distance Learning and Learners’ Academic Performance. In terms of Content and Pedagogy, it registered computed r-value of 0.8931 with p-value=0.000) with the description of strong positive relationship and is significant at 0.05 level of significance. This means that significant relationship was registered between content and pedagogy toward students’ academic performance. Thus, the null hypothesis is rejected. This indicates that the students' performance has been impacted by instructional managers' and students' perceptions of the content, pedagogy, and quality of the modules used in the implementation of modular distance learning in ALS programs. This demonstrates the value of the modules as resources or tools for the students to use during independent study, particularly for those without access to technology or the internet.

Table 5. Test correlation of Challenges on ALS Modular Distance Learning and Students’ Academic Performance

Variables	Academic Performance			Interpretation
	r-value	p-value	Description	
Content and Pedagogy	0.8931	0.000	Strong Positive Relationship	Significant
Distribution and Retrieval	0.7664	0.000	Strong Positive Relationship	Significant
Assessment	0.9046	0.000	Strong Positive Relationship	Significant

Note: *significant at p<0.05 alpha level S – significant NS – not significant

One benefit of using modules for instruction is the increase of students' ability to learn on their own. The pupils actively study the concepts included in the curriculum as well. Therefore, educators must constantly be prepared to meet students' needs (Sumaoang, 2021). It calculated an r-value of 0.7664 for Distribution and Retrieval (p-value=0.000), which is characterized as a strong positive connection and significant at the 0.05 level of significance. This indicates that a meaningful correlation between the Distribution and Retrieval of students' academic achievement was seen. The null hypothesis is thus rejected, indicating that distribution and retrieval have an effect on students' performance because they may have an impact on the points, they receive for the outputs they submit and because timeliness and punctuality are taken into account when evaluating their submitted portfolios. According to Gimodo (2022), maintaining timeliness



and punctuality standards is an essential component of teaching kids discipline and responsibility. The researcher added that before applying such demerits, teachers should investigate all potential reasons for late submission.

In terms of assessment, it showed a computed r-value of 0.9046 (p-value=0.000), which is significant at the 0.05 level of significance and described a strong positive association. This indicates that there was a discernible correlation between the assessments of pupils' academic performance. The null hypothesis is thus disproved. This indicates that exams had a significant impact on the pupils' academic success. This is because the outcomes of the tests that the teachers administer to the students define their degree of academic accomplishment. When doing this, teachers occasionally struggle to determine how many points to award the kids. This is due to the fact that sometimes the written works do not reflect the actual performance. Assessment is an important activity that gauges students' knowledge, skills, ideas, and beliefs. To ascertain the student's degree of understanding, it comprises testing a portion of the content covered in class. Assessments should take into account both the students' classwork and extracurricular activities to ensure that fairness and equality are promoted (Helen, 2022).

The test correlation between parental involvement and academic performance is shown in Table 15 below. In regard to tutoring, it has a computed r-value of 0.9014 (p-value=0.000) and is significant at the 0.05 level of significance. This relationship is described as being strongly positive. This indicates that a substantial correlation between parental involvement in tutoring and students' academic success has been found. The null hypothesis is thus disproved.

Table 6. Test correlation of Parental Involvement and Academic Performance

Variables	Academic Performance			Interpretation
	r-value	p-value	Description	
Tutoring	0.9014	0.000	Strong Positive Relationship	Significant
Time Management	0.9574	0.000	Strong Positive Relationship	Significant
Supervision	0.7315	0.000	Strong Positive Relationship	Significant

Note: *significant at p<0.05 alpha level

S – significant NS – not significant

This means that parent's involvement on tutoring their students in their studies is impactful on the student's performance. This is so that the parents' efforts can motivate the children to work harder since they know that even though their parents are exhausted out from work, they still find time to spend time with them and help them. According to Cuadra (2022), children are more likely to succeed in school and develop their cognitive abilities when their parents are concerned about their education. Student achievement, self-esteem, and behavior all increase when parents are involved. Additionally, it encourages cooperation between parents and their school-age kids.

A strong positive association is described by the estimated r-value of 0.9574 (p-value=0.000) for time management, which is significant at the 0.05 level of significance. This indicates that there is a considerable correlation between parental guidance on time management and academic achievement. The null hypothesis is thus rejected. This suggests that effective time management is crucial for children' level of academic performance. With the development of technology, children are now exposed to a variety of distractions, which reduces the amount of time they have for homework and home studies. Everyone has some difficulty focusing due to distractions, according to Ares (2022). There are many various types of distractions, including friends, phones, and laptops. Whether taking classes online or in person, students may have extended periods of free time during which they must be prudent with their time. Many students struggle to focus, which prevents them from maximizing their study time. As a result, people frequently find themselves scrambling at the last minute to finish their assignments.

In terms of Supervision, it has a computed r-value of 0.7315 (p-value=0.000) with the description of a strong positive relationship and is significant at 0.05 level of significance. This means that a significant relationship was registered between parental involvement on Supervision towards students' Academic Performance. Thus, the null hypothesis is rejected. This means that parents must supervise their children while they are at home. This is done to ensure that rules are followed in the students' activities and to help them understand that balancing their schedules will probably be advantageous to both their studies and themselves. Parents should be present to mentor them and help them hone their choices. Their parents are their children's primary educators. Their help affects kids' development, learning, and future academic performance. Indirect facilitation of factors like nutrition, health, and sanitation as well as direct support for learning before and during formal schooling are covered in UNESCO's vision for 2021. Examples of support responsibilities include engagement in school activities, participation in decision-making bodies, participation in family



and school communication, and assistance with homework at home. Support can take several forms, depending on the kid's age, from at-home preschool assistance to direct support after the child enrolls in school, such as aid with homework and volunteering in the classroom and at school events.

4. CONCLUSIONS AND RECOMMENDATIONS:

Based on the findings, the following conclusions were obtained:

The teachers may not be so stressed using Modular Distance Learning. The challenges are not too difficult to overcome. Parents may not have enough time to help their children with their studies; they might be busy with their occupations. They may need more assistance, guidance, and support from their parents and teacher to perform better than just satisfactory. Modules are not effective tools for the improvement of the student's academic performance.

Based on findings and conclusions, this study came out with recommendations to likely enhance the implementation of ALS Modular Distance Learning and Parental Involvement concerning the level of academic performance of learners.

Both teachers and students require better distribution and retrieval systems. When evaluating the outputs of their pupils, teachers should create their own adapted set of rubrics and criteria. Parents are urged to spend time evaluating, monitoring, and tutoring their children's academic progress. For their children to achieve better in school, parents should get involved in offering educational assistance. Students should continue to strive for better academic performance by doing smart study and seeking help from parents and teachers as needed. The researcher concludes by urging educators and parents to consider their shared commitment to the education of the kids.

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