

PROBLEMS ENCOUNTERED UNDER MODULAR DISTANCE LEARNING AND LEARNER'S BEHAVIOR: INPUT TO SCHOOL IMPROVEMENT PLAN

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Abstract

This study that focused on the problems the grade four students encountered under modular distance learning and their effects on the students' learning behavior is a descriptive type of research. It involved one hundred nine grade four students studying at Pagsawitan Elementary School from whom the data were gathered as follows: (1) the status of the problems encountered by the learners under modular distance learning in terms of parent's supervision, learning resources, learning task, learning space, and comprehension; (2) the level of student's behavior in modular distance learning in terms of self-discipline, responsibility, and values; and (3) the significant effect of the problems encountered by the students in modular distance learning and their learning behavior.

Based on the data gathered, the following are the findings of the study. The status of the problems encountered by the grade four students under modular distance learning in terms of parents' supervision, learning tasks, learning space, and comprehension were moderately high, while in terms of learning resources, the status of the problem of the grade four students was high. The findings on the second question reveal, that the level of learning behavior of the grade four students at Pagsawitan Elementary School in terms of self-discipline, responsibility, and values were high.

The findings on the third question determine that, Parents Supervision does not show any significance but has a negative effect to the Self-Discipline, Responsibility, and Values. Contrastingly, Learning Resources is observed to have a significant positive effect to the Self-Discipline while it does not show any significance but has a positive effect to the Responsibility and Values. The same is true for Learning Task as it is observed to have a significant positive effect to the Responsibility while it does not show any significance but has a positive effect to the Self-Discipline and Values. As with Parents Supervision, Learning Space does not show any significance but has a negative effect to the Self-Discipline, Responsibility, and Values. Lastly, Comprehension is observed to have a significant positive effect to the Self-Discipline, Responsibility, and Values.

Based on the data gathered, the conclusion derived was there is a significant effect between the problem encountered by

the grade four students and their learning behavior under the implementation of modular distance learning. Therefore, the null hypothesis was rejected and the alternative hypothesis that there is a significant effect between the problem encountered by the grade four students and their learning behavior under the implementation of modular distance learning was partially accepted.

In view of the findings and conclusions of the study, the researcher recommend that Pagsawitan Elementary School may implement Project Aksyunan Solusyunan Suliranin ng Ating Mag-aaral, as an intervention to the problems encountered by the students.

Keywords: parents` supervision; learning resources; learning task; learning space; comprehension; self-discipline; responsibility; values

1. Main text

Introduction

Unexpected changes would create uncertainty, problems, and emotional imbalance in people regardless of age and status.

And as the school year continues with the implementation of new Learning Modalities in every school in the Philippines, many teachers, parents, and especially students encounter many problems. But to continue their education, teachers, parents, and students continue to accept the modalities set by the Department of Education.

Sinag (2020) listed internet connection, lack of resources, lack of support from the parents and other members of the family, too many activities in the module, and lack of reading and comprehension skills as the major problems that most of the students in the Philippines encountered on the "New Normal Education."

If the adults are experiencing difficulties, how much more on the side of the Elementary students who still need guidance and support from their parents and teachers, especially on enhancing students' knowledge and skill, shaping their behavior, and creating social interaction with other people. Does experiencing a drastic change in the new mode of learning brings problems to the students? If it does, are those problems affect the learning behavior of the students? This research determined the problems encountered by the grade four students in Pagsawitan Elementary School and their possible effect on the students' learning behavior. The study also provided a suitable project that would be an input on the School Improvement Plan of Pagsawitan Elementary School.

Background of the Study

Pagsawitan Elementary School was one of the schools in Santa Cruz District that implemented the Modular Distance

Learning in compliance with the DepEd Order No. 12, s.2020 entitled Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID 19 Public Health Emergency. It is based on the school's survey about the parents' and students' preferred learning modalities. The capabilities and financial status of the students' families were also considered in the learning modality that the school implements.

It seems like an easy system at first. People who would hear the word module would come up with the idea of a set of papers or softcopies that contain activities that should be distributed to parents on the particular schedule, answered by the students based on the prescribed weekly home learning plan or the timetable on the module itself and checked and assessed by the teachers. But as the School Year 2021-2022 goes by, more and more problems started to appear. Focusing on the grade four students in Pagsawitan Elementary School, teachers started to observe that the number of students passing their outputs began to decrease. Sadly even the already submitted output was either answered by the parents or no answer at all.

Added to the problem was the Mean Percentage Score (MPS) of the summary summative test result of the grade four students that resulted in the following data: Mathematics 78.86, English 74.44, Edukasyong Pangtahanan at Pangkabuhayan 72.52, Edukasyon sa Pagpapakatao 80.25, Araling Panlipunan 78.87, Science 74.77, Filipino 79.50 and MAPEH 75.30. These results indicate that the grade four students are getting an average and low score on their summative tests, which is a problem for the teachers in particular and the school, in general.

Through "Kamustahan" with the parents and "Home Visitation," teachers were able to find out that the students are experiencing problems with parents' supervision, materials to use in answering the modules, gadgets, references, workloads, or number of activities in the module, learning space or their environment and reading and comprehension capabilities of the students.

Due to the transition from face-to-face to modular distance learning, the students and their families naturally encounter problems, which is why the researcher conducted the present study. The researcher wanted to determine the extent of the problem of the grade four students and its possible effect on their learning behavior. The researcher also wanted to support and assist in designing the School Improvement Plan (SIP) of Pagsawitan Elementary School by developing projects as an intervention that would be beneficial to the students, school, teachers, parents, and other stakeholders following the guidelines of DepEd Order No. 44 s.2015 also known as Guidelines on the Enhanced School Improvement Planning Process and the School Report Card. The projects would also aim to improve the learner's participation in the school, the

learners' acquisition of learning, and successfully complete the academic year that would strengthen the School-Based Management pursuant to DepEd Order No. 45, s. 2015 also known as Guidelines on School-Based Management (SBM) Grants for the Fiscal Year 2014.

Statement of the Problem

This study determined the status of problems encountered by the grade four students in Pagsawitan Elementary School under the implementation of Modular Distance Learning and their effects on their learning behavior.

Specifically, it sought answers to the following questions:

1. What is the status of problems encountered by the students under modular distance learning in terms of:
 - 1.1 Parent's Supervision;
 - 1.2 Learning Resources;
 - 1.3 Learning Task;
 - 1.4 Learning Space; and
 - 1.5 Comprehension?
2. What is the level of student's behavior under modular distance learning in terms of:
 - 2.1 Self-Discipline;
 - 2.2 Responsibility; and
 - 2.3 Values?
3. Is there a significant effect between the problems encountered by the students in modular distance learning and their learning behavior?

Research Methodology

Research Design

Descriptive research design is used in this study to determine the problems encountered by the Grade Four students in Pagsawitan Elementary School, the School Year 2021-2022, under modular distance learning and its possible effect on their learning behavior, and also the significant effect of the problems encountered by the grade four students to their learning behavior.

Aggarwal (2012) define Descriptive Research Design as a type of research design devoted to gathering information about existing conditions or situation from a specific group of people used by the researcher at a particular time for the purpose of description and interpretation. This type of research is not simply gathering a large amount of valuable data but also includes proper analysis, interpretation, comparison, and identification of trends and relationships.

In the current study, the students describe the extent of the problems they have encountered and their learning behavior under modular distance learning by answering the situational survey questions relating to different scenarios applicable to their experiences. Later, the researcher tallied, analyzed, and interpreted the gathered data before formulating the conclusion and recommendations.

Respondents of the Study

The study's respondents are the one hundred nine (109) Grade Four students comprised of five different sections, including Mangga, Lanzones, Rambutan, Santol, and Guyabano, were in each area, 22 students, with the permission of the parents, were asked to answer the survey question.

The researcher used Slovin's Formula to determine the sample size of Grade Four students as the respondents to the study. According to an online article published by Writer (2020), Slovin's Formula is used in statistical analysis to determine the sample size of a population that must be used in a specific study. Slovin's Formula is used when the sample size is unknown. With the use of Slovin's Formula, researchers can come up with a reliable sample size that would be used in the study without using the entire population.

Research Procedure

The first step that the researcher has done was to formulate a thesis title suited to the problem that she observed and experienced firsthand in the present situation of the educational system in the Philippines mainly, on the school that she is currently teaching. After the title had been finalized, the researcher started to construct chapter one, which consisted of the introduction, study background, theoretical framework, conceptual framework, hypothesis, scope and limitation, the significance of the study, and definition of terms. The researcher observed and asked her colleague and co-workers to ensure and determine the validity of the variables that she used in the study. After the variables were assessed and finalized, the researcher looked for suitable and connected related literature and research that would support her claims and further explain each of the variables she used. The researcher then determined the respondents and formulated a questionnaire as a checklist to collect and gather data from them (the respondents). Followed by the distribution of the

printed questionnaire with the guidance and approval of the head of the Department of Education Division of Laguna, District of Santa Cruz, and School of Pagsawitan Elementary School. Lastly, the researcher collected, tallied, analyzed, and interpreted the data before formulating the conclusion and recommendations.

Research Instrument

The instrument used in this study to gather data was a self-made questionnaire in the form of a checklist to determine the problem encountered by the intermediate students of Pagsawitan Elementary School under modular distance learning and its possible effect on the learning behavior of the students.

The questionnaire consists of questions about the various problems that the intermediate students in Pagsawitan Elementary School encounter during the implementation of modular distance learning, including parent supervision, learning resources, learning tasks, learning space, and comprehension.

The other part concerns the learner's behavior under the implementation of modular distance learning consisting of self-discipline, responsibility, and values.

The researcher used a Likert Scale to determine the responses of the students.

Description	Scale	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Very High
4	3.40-4.19	Agree	High
3	2.60-3.39	Neutral	Moderately High
2	1.80-2.59	Disagree	Low
1	1.00-1.79	Strongly Disagree	Very Low

Statistical Treatment

To determine such research problem, the following statistical treatment were used and implied.

Statement of the Problem	Statistical Treatment
1. To determine the status of problems encountered by the learners under modular distance learning in terms of: parent's supervision, learning resources, learning task, learning space, and comprehension.	• Weighted Mean • Standard Deviation
2. To determine the level of learner's behavior in modular distance learning in terms of: self-discipline, responsibility, and values.	• Weighted Mean • Standard Deviation
3. To determine the significant effect between the problems encountered by the learners under modular distance learning and their behavior.	• ANOVA F-Test

Theoretical Framework

Cherry (2021), recognizes that adaptation on the Theory of Cognitive Development of Jean Piaget, is one of the most important cognitive development processes. Adaptation through accommodation allows people to process new information by changing their mental representation to fit the new information.

As people develop at every stage of their life, they encounter different situations that, most of the time, create new experiences, new problems, and challenges, and encounter other types of people with whom they need to interact. To accommodate or adapt to changes, people create or form new ideas, models, concepts, and behavior that would be useful in interpreting new information and help in the organization of their thoughts and ideas. This new behavior being shown and exercised by the people serve as their defense or way of adapting to the changes that every now and then occur in their life. That behavior would also allow them to get used to the new situation and successfully or unsuccessfully resolve their problem. But adaptation through accommodation is too difficult and needs a long time before an individual becomes comfortable or used to the changes they encounter and take it as a part of their life.

According to Pajares (2012), in relation to the Social Cognitive Theory of Albert Bandura, people, unlike a machine, has their own perception and techniques on how they would react to a certain change that happened in their life. People have a unique and individualized way of how they would respond and adapting to the changes or problems based on their personality, past experiences, status in life, self-reflection, and self-decision.

Self-efficacy is one component of Bandura's Social Cognitive Theory that explains that every individual has the capacity and capabilities to do and execute necessary behavior to produce and make proper decision making, behavior towards others, and actions that would make them conquer obstacles and problems. Self-efficacy allows people to recognize their

qualities, build their confidence, extend their limitations, be positive, and exert more effort to overcome a certain obstacle. Heimlich & Ardoin (2008) proposed the Hierarchy of Behavior, stating that it is not easy for people to change their behavior, especially if it is habitually done or becomes a routine. Already established behavior or sequenced routine glued upon people's everyday life and developing a new one would take so much time and effort to change.

However, "Timing" in a person's life is a very important component of behavioral change. Unexpected circumstances, problems, growth or maturity, and responsibilities stimulate a person to change their already adapted or established routine. In every person's life, from the day they are born up til they become adults, they experience a series of changes physically, emotionally, and spiritually. It is an inevitable process that tests, changes, and affects every individual's behavior. Whether a person likes the changes or not, they don't have a choice but to adapt to the changes. Some are fortunate, and some are not, but the best thing to do is to stay strong, not give up, and always choose what is right, ask for support, and ask for the guidance of God.

The mentioned theories showcase that throughout people's life, changes are inevitable. It comes unexpectedly that might brought positive and negative changes on the life of the people. People have different coping up and adaptation skill to successfully and positively overcome the challenges and problems that were brought by changes because they have different skill, status, knowledge, environment, support people, and opportunities. What is clear is people will certainly find ways to cope up or adapt with the challenges as it is also their nature.

Results and Discussion

PRESENTATION, ANALYSIS AND INTERPRITATION OF DATA

This chapter presents the results, the analysis and interpretation of data gathered from the answers to the questionnaires distributed to the field. The said data were presented in tabular form in accordance with the specific questions posited on the statement of the problem.

Status of Problems Encountered by the Learners under Modular Distance Learning

The first problem in the study focused on the status of the problems encountered by the Grade Four students under modular distance learning based on the gathered Quarter I Mean Percentage Score (MPS) on Summary Test result in different subject area and through the conducted "Home Visitation" and "Kamustahan". The status of problems encountered by the students in terms of parent's supervision, learning resources, learning task, learning space and

comprehension was measured in the study by considering a situational survey questionnaire that would be answered by 109 Grade Four students. The first considered problem encountered by the students under modular distance learning modality measure the status of parental supervision of the parents to their children's education. The situational survey questionnaire is composed of questions about the lack of supervision coming from the parents to the education of the students due to some circumstances such as work-related activities, house chores, lack of educational attainment, absence of the parents to the life of the students and death.

Table 1. Status of Problems Encountered by the Learners under Modular Distance Learning in terms of Parent's Supervision

STATEMENT	MEAN	SD	REMARKS
Although my parents are busy working, they still guide and teach me in answering the module and other required activities when they get home and during their day-offs.	3.78	1.38	Agree
My parents' guide and teach me on answering the module and other required activities after finishing their household chores.	3.89	1.23	Agree
Although my parents are working overseas, they hire tutors and other relatives to guide and teach me in answering the module and other required activities.	2.76	1.50	Neutral
My parents are having difficulties in understanding the content of the module so they ask for assistance from the teachers, and other relatives to guide and teach me in answering the module and other required activities.	3.17	1.35	Neutral
Both of my parents are already deceased, so my siblings and other relatives are working together to guide and teach me on answering the module and other required activities.	1.56	0.62	Strongly Disagree

Overall Mean = 3.03

Standard Deviation = 1.51

Verbal Interpretation = Moderately High

Legend:

Description	Scale	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Moderately High
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

Table 1 illustrates the status of problems encountered by the learners under modular distance learning in terms of parents' supervision. Among the statements above, "My parents' guide and teach me on answering the module and other required activities after finishing their household chores" yielded the highest mean score ($M=3.89$, $SD=1.23$) and was remarked as Agree. This is followed by "Although my parents are busy working, they still guide and teach me in answering the module and other required activities when they get home and during their day-offs" with a mean score ($M=3.78$, $SD=1.38$) and

was also remarked as Agree. On the other hand, the statement “Both of my parents are already deceased, so my siblings and other relatives are working together to guide and teach me on answering the module and other required activities” received the lowest mean score of responses with ($M=1.56$, $SD=0.62$) and was remarked Strongly Disagree.

Overall, the status of problems encountered by the learners under modular distance learning in terms of parents’ supervision attained a mean score of 3.03 and a standard deviation of 1.51 and was Moderately High among the respondents.

The gathered data proves that not all of the students were receiving guidance and support from their parents in answering their modules and other required activities. Parents find time to support or teach their children only after their day-to-day job or after finishing their house chores. Limited time, also limit the number of activities that is being done by the students with the presence of their parents. Also, the capabilities of the parents to teach and guide their children are not as consistent and on point as the teachers since not all of the parents are knowledgeable enough on the lessons being taught and strategies to use.

The finding has similarity to the article written by Leonhardt (2020), that in USA, 46%, almost half of the surveyed parents are assisting their children after coming home from work. And 37 % of the parents answered that they reduce their working hours to supervise their children on studying.

Luczon’s (2020), article also support the findings that most of the students who can’t do independent learning are students who have an illiterate parent This factor hinders the students on understanding and answering their modules because there are no parents in the house that is capable on teaching them the content of the module and assist them on answering the task on their learning module.

Table 2. Status of Problems Encountered by the Learners under Modular Distance Learning in terms of Learning Resources

STATEMENT	MEAN	SD	REMARKS
1) I own learning materials such as paper, pencil, ball pen, and art materials.	4.58	0.64	Strongly Agree
2) My family has enough money to supply the transportation fare for them to pick up and pass learning modules and other learning materials at the scheduled time in the school.	3.51	1.29	Agree
3) My family was able to purchase a smartphone or laptop to help me in researching for additional information about the lessons.	3.04	1.40	Neutral
4) My family can subscribe on monthly internet connection or mobile data.	2.76	1.52	Neutral
5) My family has the accessibility to cell phone that I can use for communication.	3.84	1.30	Agree

Overall Mean = 3.55
Standard Deviation = 1.41
Verbal Interpretation = High

Legend:

Description	Scale	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Moderately High
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

The second considered problem encountered by the students under modular distance learning modality, were learning resources such as learning materials, gadget, internet connection, and money.

Table 2 illustrates the status of problems encountered by the learners under modular distance learning in terms of learning resources. Among the statements above, "I own learning materials such as paper, pencil, ball pen, and art materials" yielded the highest mean score ($M=4.58$, $SD=0.64$) and was remarked as Strongly Agree. This is followed by "My family has the accessibility to cell phone that I can use for communication" with a mean score ($M=3.84$, $SD=1.30$) and was remarked as Agree. On the other hand, the statement "My family can subscribe on monthly internet connection or mobile data" received the lowest mean score of responses with ($M=2.76$, $SD=1.52$) and was remarked Neutral.

Overall, the status of problems encountered by the learners under modular distance learning thru online kamustahan in terms of learning resources attained a mean score of 3.55 and a standard deviation of 1.41 and was High among the respondents.

The gathered data, confirms that the students own the necessary tool that they can use to answer the module such as paper, pencil, ballpen, and art materials. It means that the students are being provided by their parents of learning materials that they can use on answering the module. The family of the students also have the money to use on transportation fare to get the module and pass the necessary requirements on the scheduled time in the school. Although not all of the students have smartphone laptop, and available internet on their houses that they can use to research about more information related to the lessons, they were able to communicate with the teacher using a basic cell phone and ask about the schedule and clarify some information regarding to the lessons.

The above findings contradict the claim of the parents in the research conducted by Abuhammad (2020), that even thou their children are not joining online class, expensive laptop and gadget is still needed for the students to research other related lessons and information to effectively keep up with the lessons. Plus, they need stable internet connection because data usage is not unlimited and eventually ran out after a few hours or days.

The findings also contradict the report of Joven (2021), on her news article uploaded on CNN Philippines that most of the Filipino families are experiencing limited access on resources that hinder the students to actively participate on modular distance learning and take the budget of the family that is supposed to be use for the food and other household needs.

It is not necessary that the students should have a gadget and internet connection for them to be able to actively participate and perform well on the school. The teachers are also the one who contact the parents to let them inform about the schedule of the distribution and retrieval of the module and output of the students. The family of the students doesn't need to use the budget of the family for food on buying gadgets or loading to have an access on internet because they are already using the module and the teacher made activities.

While the findings support the result of Rotas & Cahapay's (2020), study that during the pandemic inadequate learning resources and unstable internet connection are the major difficulties that the students experience. Similar to the study, based on the data gathered, not all of the grade four students in Pagsawitan Elementary School have the capabilities to provide smartphone and gadgets that they can use to research for more information connected to the lessons in the module.

Table 3. Status of Problems Encountered by the Learners under Modular Distance Learning in terms of Learning Task

STATEMENT	MEAN	SD	REMARKS
1) I find the learning task in the module, activity sheet, and summative test enough for a weekly activity.	3.24	1.26	Neutral
2) I set a schedule for accomplishing my module excluding weekends to rest and do other activities.	3.68	0.90	Agree
3) I am not bored and burned out while answering the learning task in the module, activity sheet, and summative test.	3.39	1.11	Neutral
4) I find the learning task in the module, activity sheet, and summative tests, easy.	3.12	1.19	Neutral
5) I never think of giving up while answering the learning task in the module, activity sheet, and summative test.	3.44	1.13	Agree

Overall Mean = 3.37

Standard Deviation = 1.14

Verbal Interpretation = Moderately High

Legend:

Description	Scale	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Moderately High
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

The third considered problem encountered by the students under modular distance learning modality, was the number of

learning task, and the perception and feeling of the students towards the learning task.

Table 3 illustrates the status of problems encountered by the learners under modular distance learning in terms of learning task. Among the statements above, “I set a schedule for accomplishing my module excluding weekends to rest and do other activities” yielded the highest mean score ($M=3.68$, $SD=0.90$) and was remarked as Agree. This is followed by “I never think of giving up while answering the learning task in the module, activity sheet, and summative test” with a mean score ($M=3.44$, $SD=1.13$) and was also remarked as Agree. On the other hand, the statement “I find the learning task in the module, activity sheet, and summative tests, easy” received the lowest mean score of responses with ($M=3.12$, $SD=1.19$) and was remarked Neutral.

Overall, the status of problems encountered by the learners under modular distance learning thru online kamustahan in terms of learning task attained a mean score of 3.37 and a standard deviation of 1.14 and was Moderately High among the respondents

The data give emphasises to the nature of elementary students, they get to get bored and lose their interest if the activities being given to them day by day are similar and not interactive. The students also tend to lost their interest if they are overwhelmed by a lot of activities. But on the positive side, the data shows that most of the students agree that they don't have the intention to give up, although they are experiencing problem due to the number of learning task.

The above finding is not similar to the claim of Adonis (2020), that according to the report made by parents their children are force to skip meal and spend their day and night just to accomplish the required learning task. And just to comply with the number of required learning task, the parents' resort on doing it to allow their children to have rest.

The study shows that although the students are experiencing boredom and burn out, due to difficult and number of learning task, it does not come to the point where in they have to spend their rest hours or days just to accomplish their learning task that might result of the students, giving up. It is possible because the students agree that they set schedule to accomplish their learning task.

Table 4. Status of Problems Encountered by the Learners under Modular Distance Learning in terms of Learning Space

STATEMENT	MEAN	SD	REMARKS
1) While answering the module, I am far from television and other gadgets that might distract me.	3.53	1.05	Agree
2) I have a well-ventilated and conducive learning space for answering the module.	3.44	1.22	Agree
3) I don't hear any noise or vehicles passing by in my learning space.	3.01	1.06	Neutral

4) My learning space is far from crowded people.	3.03	1.24	Neutral
5) There is a boundary between me and other members of my family while I am answering the module.	3.23	1.23	Neutral

Overall Mean = 3.25

Standard Deviation = 1.18

Verbal Interpretation = Moderately High

Legend:

Description	Scale	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Moderately High
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

Learning space is the fourth considered problem encountered by the students under modular distance learning modality that showcase the status of environment where the students are understanding the content of lesson in the module and answering the learning task. It also determines the conduciveness and appropriateness of the environment where the students are learning.

Table 4 illustrates the status of problems encountered by the learners under modular distance learning in terms of learning space. Among the statements above, “While answering the module, I am far from television and other gadgets that might distract me” yielded the highest mean score ($M=3.53$, $SD=1.05$) and was remarked as Agree. This is followed by “I have a well-ventilated and conducive learning space for answering the module” with a mean score ($M=3.44$, $SD=1.22$) and was also remarked as Agree. On the other hand, the statement “I don’t hear any noise or vehicles passing by in my learning space” received the lowest mean score of responses with ($M=3.01$, $SD=1.06$) and was remarked Neutral.

Overall, the status of problems encountered by the learners under modular distance learning thru online kamustahan in terms of learning space attained a mean score of 3.25 and a standard deviation of 1.18 and was Moderately High among the respondents.

The findings of the study proves that the students are having difficulties in terms of finding suitable learning space on their home. Not all of the students have a learning space that is far from crowded people and moving vehicles. Also, not all of the student’s learning space has a boundary that divide them from other members of the family while answering the module. Although the students also agree that they are far from television and gadget that might distract them and have a well-ventilated and conducive learning space which indicate that they are comfortable in the environment where they answer the module, there are still factors that affect them from fully focusing and giving their full capabilities in answering the module such as the noise coming from the people and vehicles inside and outside their learning space.

The above findings legitimize the claim of Lessandra (2020), that a good learning space or environment would help the students to successfully learn the lessons by making it a peaceful place or area. It should be closed and noise free to help the student to concentrate and focus on studying and doing his or her activities.

A designated learning area should create a boundary that would stop the students to make unnecessary interaction with other family members that would take his or her attention from what they are doing and to avoid activities such as playing, watching television and distraction coming from other activities that the family members were doing and could possibly take the attention of the student.

Cameron (2020), also point out that students should have a good learning space inside their home because it has a good benefit on the students. A good environment can be a factor for the students to understand the lesson, be more creative and perform well. It is also lessening the possibility for the students to be distracted and allows the student to focus and process the information they hear and develop retention.

Those qualities that should be in a learning space, are not fully present or being exercise on the learning space of the grade four students studying at Pagsawitan Elementary School. Since the houses of the students are beside the street and the community is crowded there is a huge tendency that the students can hear the sound of the vehicles passing by, and the sound coming from the crowd.

The last indicated problems encountered by the students were problems concerning their comprehension in the area of reading, understanding, spelling, grammar and integrating the past lesson to the new lesson.

Table 5. Status of Problems Encountered by the Learners under Modular Distance Learning in terms of Comprehension

STATEMENT	MEAN	SD	REMARKS
1) I find difficulty in reading and understanding the content of the module.	2.85	1.19	Neutral
2) I can properly follow the instruction in every learning task in the module.	3.23	1.24	Neutral
3) I can spell the words correctly and create sentences and paragraphs.	3.39	1.12	Neutral
4) I follow proper rules in grammar in creating sentences and paragraphs.	3.26	1.21	Neutral
5) I recall past lessons and integrate/linked them to the new lessons.	2.93	1.42	Neutral

Overall Mean = 3.13

Standard Deviation = 1.25

Verbal Interpretation = Moderately High

Legend:

Description
5

Scale
4.20 - 5.00

Remarks
Strongly Agree

Verbal Interpretation
Very High

4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Moderately High
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

Table 5 illustrates the status of problems encountered by the learners under modular distance learning in terms of comprehension. Among the statements above, “I can spell the words correctly and create sentences and paragraphs” yielded the highest mean score ($M=3.39$, $SD=1.12$) and was remarked as Neutral. This is followed by “I follow proper rules in grammar in creating sentences and paragraphs” with a mean score ($M=3.26$, $SD=1.21$) and was also remarked as Neutral. On the other hand, the statement “I find difficulty in reading and understanding the content of the module” received the lowest mean score of responses with ($M=2.89$, $SD=1.19$) yet was also remarked Neutral.

Overall, the status of problems encountered by the learners under modular distance learning thru online kamustahan in terms of comprehension attained a mean score of 3.13 and a standard deviation of 1.25 and was Moderately High among the respondents.

The data gathered implied that the students are having difficulties on reading and understanding the content of the module, on following the instruction provided on the learning task, spelling words and creating sentences and paragraph, following rules in grammar and integrating the past lesson to the new lesson in the module. It determines a huge problem since reading and comprehension has a vital impact on the academic achievement of the grade four students specially in attaining the competencies required on a specific learning area. If the students are lacking on reading and comprehension skill, they won't able to understand the lessons and answer the activities required to them. And it could result of the students falling behind the class.

Lynch (2020), support the above findings pointing out that many students struggle with reading comprehension as it is not just the ability to read the words accurately but to understand the specific lesson, story and articles that a person read. Not having the ability of reading comprehension can hold back the students to learn different areas or subject as it is the main requirements to effectively understand the lessons. It is also result on struggling and unfortunately often result of students, falling behind the class.

Comprehension is a complex process specially to the students and hard to be mastered since it does not only require the students to read the text or words accurately, it requires also the skills of understanding what have read, connecting what have read and understand to the new lesson, and creating a sentences or paragraphs that contains correct spelling of the words and grammar. A lot of students not only the grade four students studying at Pagsawitan Elementary School

encounter problems related to comprehension in fact based on the claim of Gueta and Janer (2021), comprehension is one of the challenges that students face during the implementation of Modular Distance Learning. Most of the students can't answer the module on their own because they don't understand the new information specially if there is no one to guide them.

Perez (2020) support the claim and stated that a lot of teachers are worried that the modular distance learning was not effective enough to for the students to learn because not all the students were capable on reading and comprehending on their own. Almost half of all students on one section are struggling readers that would have a possible huge impact on the capabilities of the students to independently understand the lesson and answer the learning task.

Level of Learner's Behavior under Modular distance Learning

The level of the behavior of the grade four students under modular distance learning were the question that the researcher wanted to find out on the second research question. The behavior of the students was measured in the study by considering the items in the questionnaire in the following indicators: self-discipline, responsibility, and values.

Self-discipline was used in the study pertaining to the behavior of the students on how they push and motivate their self to move forward and take action despite encountering or experiencing different problem under the implementation of modular distance learning.

Table 6. Level of Learner's Behavior in Modular Distance Learning in terms of Self-Discipline

Statement	MEAN	SD	REMARKS
1) I asked for support from my family and other relatives in answering the module.	3.94	1.09	Agree
2) With the help of my parents, we ask for external support from teachers, neighbours, and Barangay officials, for learning materials and connectivity.	2.98	1.28	Neutral
3) I am committed and dedicated to answering my module despite boredom, fatigue, and burnout.	3.90	0.80	Agree
4) I continually answer my module even there is a limited learning space in our house.	3.74	0.91	Agree
5) I focus on reading and understanding the content of the module before answering the learning task.	4.01	1.12	Agree

Overall Mean = 3.72

Standard Deviation = 1.11

Verbal Interpretation = High

Legend:

Description	Scale	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Often	High

3	2.60 - 3.39	Sometimes	Moderately High
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

Table 6 illustrates the level of learners' behavior in modular distance learning in terms of self-discipline. Among the statements above, "I focus on reading and understanding the content of the module before answering the learning task" yielded the highest mean score ($M=4.01$, $SD=1.12$) and was remarked as Agree. This is followed by "I asked for support from my family and other relatives in answering the module" with a mean score ($M=3.94$, $SD=1.09$) and was also remarked as Agree. On the other hand, the statement "With the help of my parents, we ask for external support from teachers, neighbours, and Barangay officials, for learning materials and connectivity" received the lowest mean score of responses with ($M=2.98$, $SD=1.28$) and was remarked Neutral.

Overall, the level of learners' behavior in modular distance learning in terms of self-discipline attained a mean score of 3.72 and a standard deviation of 1.11 and was High among the respondents.

The above data implies that the students are taking action and pushing their self on asking for help when they are in need to their parents, siblings, relative and other external support. They also motivated to commit and continue to do and accomplish their module despite the times that they are feeling bored or burn-out and not having a proper learning space. It is a positive sign that the students are still motivated to study despite experiencing problems and does not showing indication of dropping out or to stop studying.

The article uploaded by University of the People the Education Revolution (2021), point out that having or the presence of self-discipline in the behavior of the students is a valuable skill because it allows them to be motivated and strong despite having troubles or problem in the school and on their home. Self-discipline would help the students conquer problems by pushing their self to take action and don't just stand or be affected by their problems. Instead, they are making intervention to solve their problem. This claim is similar to the situation of the respondents of the study, and students despite encountering struggles, based on the result they possess the behavior of being self-discipline.

Table 7. Level of Learner's Behavior in Modular Distance Learning in terms of Responsibility

Responsibility was use in the study in terms of the behavior of the students towards making and accomplishing the learning module and other activities on time, following the rules that their teacher and parents implementing, taking good care of their learning materials and using their learning space on activities related on studying.

Statement	MEAN	SD	REMARKS
1) I strictly follow the scheduled time on doing and finishing learning tasks and other required activities with or without the supervision of my parents.	3.80	1.17	Agree
2) I take good care of the learning materials that I have and organized them well to avoid displacing them.	4.10	1.04	Agree
3) I finish my learning tasks strictly based on the given timetable/schedule so that I won't be overwhelmed by the succeeding learning activities.	4.13	0.89	Agree
4) I am motivated to answer the module when I am in my learning space.	3.44	1.20	Agree
5) I give enough regular time to practice reading and understanding the content of the modules.	3.77	1.17	Agree
Overall Mean = 3.85			
Standard Deviation = 1.12			
Verbal Interpretation = High			

Legend:

Description	Scale	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Moderately High
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

Table 7 illustrates the level of learners' behavior in modular distance learning in terms of responsibility. Among the statements above, "I finish my learning tasks strictly based on the given timetable/schedule so that I won't be overwhelmed by the succeeding learning activities" yielded the highest mean score ($M=4.13$, $SD=0.89$) and was remarked as Agree. This is followed by "I take good care of the learning materials that I have and organized them well to avoid displacing them" with a mean score ($M=4.10$, $SD=1.04$) and was also remarked as Agree. On the other hand, the statement "I am motivated to answer the module when I am in my learning space" received the lowest mean score of responses with ($M=3.44$, $SD=1.20$) yet was also remarked Agree.

Overall, the level of learners' behavior in modular distance learning in terms of responsibility attained a mean score of 3.85 and a standard deviation of 1.12 and was High among the respondents.

The gathered data proves that the students possess the behavior of being responsible when it comes to studying and answering the modules. The students strictly follow the scheduled time, given to them by the teachers and parents even if there is no one guarding them to make sure that they are studying. They used the allotted time on understanding the lesson

and accomplishing the learning task to avoid cramming once another set of activities were given the following schedule. The students also take good care of the materials they have with cautious to avoid losing it so that their parents won't need to spend money to buy for another learning materials. The students also make sure that they are doing activities related to studying when they use the learning space on their house.

The High interpreted result of the study makes the grade four student embody the qualities that a responsible students should have according to Orabi (2020).

As Orabi (2020), claim, that a responsible student's, students should take studying seriously. They should put the learning task as their priority since no teacher is around to properly guide them and make sure the reliability and consistency of their work. Instead of cheating or copying someone's work or giving up, the students are always welcome and has the right to ask teachers on the subject and activities that they are having difficulties. And there are also parents and other members of the family where they can depend on.

The students should also maintain constant communication with the teachers so that the teachers could help them on the task that is too difficult for the student and be updated on the students' situations and problem. And most specially the students should develop a good habit. Before doing something else, they should prioritize the task that should be pass on a specific schedule so that the students can avoid cramming and getting overwhelmed by the number of activities.

Saglam & Kaplanu (2018), found out on their study that there is a positive and significant relationship between the responsibility levels of the students and the school satisfaction and school attachment. It indicates that students school satisfaction and school attachment affect their responsibility towards academic achievement positively. Responsible individual has the characteristic of getting satisfied and attached to their surroundings and environment since they possess qualities such as making their own decision, admitting consequences of their actions, being aware of their thoughts and behavior, hardworking and promote compatible and happy environment.

The researcher also found out that the responsibility level of the students differs from one another. And it's is based on their own perception. Students can be systematic and always have plan at it affects positively on their academic progress. And some students can't be responsible that cause them a negative result on their academic progress.

Table 8. Level of Learner's Behavior in Modular Distance Learning in terms of Values

Statement	MEAN	SD	REMARKS
1) I readily follow the instructions provided by my parents, guardians, siblings, and tutors without hesitation and opposition.	3.87	1.09	Agree

2) I use my learning materials with caution and value them.	3.94	1.09	Agree
3) I finish the required learning tasks with honesty in my understanding without looking at the answers provided and at the same time uploaded on the internet.	3.62	1.32	Agree
4) I take into consideration the learning space provided by my family.	3.66	1.08	Agree
5) I strictly follow the time frame allotted for developing my reading and comprehension ability.	3.66	1.30	Agree

Overall Mean = 3.75

Standard Deviation = 1.18

Verbal Interpretation = High

Legend:

Description	Scale	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Often	High
3	2.60 - 3.39	Sometimes	Moderately High
2	1.80 - 2.59	Seldom	Low
1	1.00 - 1.79	Never	Very Low

Values of the students are used in the study pertaining to the ability of the students to show their appreciation to the people that they are depending on as well as the time, effort, place and materials that they have. It also pertains to the attitude of the students towards the people, task, and problem that they are experiencing throughout the implementation of modular distance learning.

Table 8 illustrates the level of learners' behavior in modular distance learning in terms of values. Among the statements above, "I use my learning materials with caution and value them" yielded the highest mean score ($M=3.94$, $SD=1.09$) and was remarked as Agree. This is followed by "I readily follow the instructions provided by my parents, guardians, siblings, and tutors without hesitation and opposition" with a mean score ($M=3.87$, $SD=1.09$) and was also remarked as Agree. On the other hand, the statement "I finish the required learning tasks with honesty in my understanding without looking at the answers provided and at the same time uploaded on the internet" received the lowest mean score of responses with ($M=3.62$, $SD=1.32$) yet was also remarked Agree.

Overall, the level of learners' behavior in modular distance learning in terms of values attained a mean score of 3.75 and a standard deviation of 1.18 and was High among the respondents.

The above data implies that the students are valuing the authority of their parents by following implemented instruction without hesitation. The students are diligent when it comes to following the time allotted for them to answer their learning task and developing their comprehension. They also show gratitude to their parents by taking good care of their learning materials and considering the time they can use their learning space at home. Honesty is also present because most of the student agree that they answer the learning task without looking the exact format and answer at the back of the module or

through browsing internet.

The grade four students in Pagsawitan Elementary school are exercising a positive attitude and values towards learning because Dautrich (2021) on her article entitled Why a Positive Attitude is Key in Learning highlight that the key for learning is having qualities such as focus, understanding, effort, time and skill. By having positive values, students are in a good direction and have a huge possibility to acquire academic success despite losing interest, family problem, financial problem and environmental problem.

Through constant partnership and positive attitude being implemented by the teachers and students, it would help the students boost their morale and determination to continue to study. A positive attitude also helps the students to value their time, interest and capabilities. Allowing students to move step by step allows the student to finish their works without being overwhelmed by the next task and maintaining positive mentality and attitude would allow the students to look at the brighter side and brush off the negative ideas that might consume their thinking and drag them to give up.

According to the article published by Government of Alberta (2020), attitude toward learning doesn't mean being serious, focusing all your time to study, stressing oneself or feeling down when you don't understand a certain area or topic. Instead, learners should have a positive outlook and attitudes towards learning.

A positive attitude would allow the learners to relax, focus, absorb information and learn without sacrificing health, rest, physical limitation, and mental health. Every person should consider their physical and mental health at all times. Also, a positive attitude would ease boredom, burnout, stress and over fatigue that most of the students experience when they overexert their effort beyond their limitation that result on negative effects on physical and psychological state of the body and mind of the learners. So, student must always embody being a positive thinker to cancel negative thoughts and create a good habit and view on studying and accomplishing activities.

Effect of the Problems Encountered by the Learners in Modular Distance Learning to their Behavior

The last table determine the effect of the encountered problems of the students to their learning behavior under modular distance learning. It showcases the result that will answer the last problem of the study.

Table 9. Test of Effect on the Problems Encountered by the Learners in Modular Distance Learning to their Behavior

Problems Encountered	Learner's Behavior	Regression Coefficient	F value	p-value	Analysis
Parent's Supervision	Self-Discipline	-0.002	10.929	0.987	Not Significant

	Responsibility Values	-0.112 -0.083	12.151 6.829	0.302 0.546	Not Significant Not Significant
Learning Resources	Self-Discipline	0.189	10.929	0.039	Significant
	Responsibility	0.154	12.151	0.128	Not Significant
	Values	0.094	6.829	0.461	Not Significant
Learning Task	Self-Discipline	0.204	10.929	0.056	Not Significant
	Responsibility	0.328	12.151	0.006	Significant
	Values	0.273	6.829	0.068	Not Significant
Learning Space	Self-Discipline	-0.042	10.929	0.617	Not Significant
	Responsibility	-0.039	12.151	0.669	Not Significant
	Values	-0.128	6.829	0.274	Not Significant
Comprehension	Self-Discipline	0.245	10.929	0.006	Significant
	Responsibility	0.310	12.151	0.002	Significant
	Values	0.430	6.829	0.001	Significant

Table 9 presents the significant effect of the problems encountered by the learners in modular distance learning to their behavior.

Parents Supervision does not show any significance but has a negative effect to the Self-Discipline, Responsibility, and Values. This is implied by the p-values greater than the significance alpha 0.05.

Contrastingly, Learning Resources is observed to have a significant positive effect to the Self-Discipline (0.189) while it does not show any significance but has a positive effect to the Responsibility and Values. This is evidenced by the computed p-value that is less than the significance alpha for the first test.

The same is true for Learning Task as it is observed to have a significant positive effect to the Responsibility (0.328) while it does not show any significance but has a positive effect to the Self-Discipline and Values. This is also implied by the computed p-value that is less than the 0.05 for Responsibility.

As with Parents Supervision, Learning Space does not show any significance but has a negative effect to the Self-Discipline, Responsibility, and Values. This is also evidence by the p-values greater than 0.05.

Lastly, Comprehension is observed to have a significant positive effect to the Self-Discipline (0.245), Responsibility (0.310), and Values (0.430). P-values of 0.006, 0.002, and 0.001 respectively suggest the significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "The problem encountered by the grade four students of Pagsawitan Elementary School under Modular Distance Learning has no significant effect to the learner's behavior." is rejected. This calls for partially acceptance of the alternative hypothesis that there is a significant effect between the problems encountered by the grade four students and their learning behaviors.

The findings imply that the grade four students experienced problems throughout the implementation of modular distance learning. It is inevitable due to the changes that happen to the system where the students and their family get used to with

the past academic year. But instead of giving up or dropping on the school, the students embody the positive learning behaviors such as self-discipline, responsibility and values and continue to work hard to acquire the competencies or knowledge and skill in order to pass the academic year. But despite of possessing the positive learning behaviors, some problems can't be answered alone by the Elementary students so the parents, teachers and schools may be united to develop a project that would help to aid the problems that the students have encountering and possibly still encountering. The finding was supported by Morin (2021), on her article entitled Five Reason Students aren't Engaging in Distance Learning. Morin stated that students have different circumstances on their home that hinder them on actively engaging in distance learning.

Students' experience different situation on their home. Some are fortunate enough and some are experiencing problems on their home that it effects their behavior towards learning. But during the spread of COVID-19, it is not a secret that a lot of families are drastically affected by the pandemic. Many families are having difficulties financially, with their health and their mental state.

And if the family are experiencing difficulties, it is natural that the students would be affected too. Students can't function without the support of their parents that is why most probably, if the parents are facing problems or lacking in some areas, the students would be affected specially that they are on their home without the guidance and support of the teachers. Also, not all the family of the students can manage to buy devices, apply for an internet connection, have a space on their home to use as a learning space and unfortunately some don't even have food to eat.

But as Orabi (2020) claim, it is also the responsibility of the students to take action and effort, for them to be able to learn despite experiencing difficulties. The students should constantly prioritize the learning activities that they should do on the required hours that they should spend on studying. The students with the help of the parents or relatives can have a constant and positive communication to the teachers specially if they are having difficulties so that the teachers can make adjustment and create interventions. With the partnership of parents, teachers, and students, any problems can be solved and given intervention.

Summary of Findings

This study on the problems encountered by the grade four students under modular distance learning and its effect on the students' learning behavior is a descriptive type of research. It involved one hundred nine grade four students studying at

Pagsawitan Elementary School whom the data were gathered to answer three problems. Number one is what is the status of the problems encountered by the learners under modular distance learning in terms of parent's supervision, learning resources, learning task, learning space, and comprehension. Number two is the level of student's behavior in modular distance learning in terms of self-discipline, responsibility, and values. And last, is there a significant effect between the problems encountered by the students in modular distance learning and their learning behavior.

Based on the data gathered, the following are the findings of the study. The status of the problems encountered by the grade four students under modular distance learning in terms of parents' supervision, learning tasks, learning space, and comprehension were moderately high, while in terms of learning resources, the status of the problem of the grade four students was high. The findings showcase the reality that the students are encountering problems on the available people who can guide them on answering the modules, on the number of tasks assigned on them, on the environment where they study and their own knowledge and skill. Fortunately, the students own the necessary learning materials that they can use to answer the modules, such as paper, a ballpen, pencil, and art materials. They also have a basic cellphone that they can use to communicate with the teachers and money to use for transportation fares to pick up and pass the modules in the school.

The findings on the second question reveal, that the level of learning behavior of the grade four students at Pagsawitan Elementary School in terms of self-discipline, responsibility, and values were high. The students possess the learning behavior of making efforts to ask for help from their parents, relatives, and external support when they are having difficulties. They value and take care of the learning materials they have, diligently accomplish their learning task despite boredom and burnout due to the number of learning tasks, appreciate the space their family gives to them as their learning space and see to it that they are practicing and taking time to develop their comprehension skill.

The findings on the third question determine that, Parents Supervision does not show any significance but has a negative effect to the Self-Discipline, Responsibility, and Values. Contrastingly, Learning Resources is observed to have a significant positive effect to the Self-Discipline while it does not show any significance but has a positive effect to the Responsibility and Values. The same is true for Learning Task as it is observed to have a significant positive effect to the Responsibility while it does not show any significance but has a positive effect to the Self-Discipline and Values. As with Parents Supervision, Learning Space does not show any significance but has a negative effect to the Self-Discipline, Responsibility, and Values. Lastly, Comprehension is observed to have a significant positive effect to the Self-Discipline,

Responsibility, and Values.

Conclusion

Based on the data gathered, the conclusion derived were parent's supervision has no significant effect on self-discipline, responsibility, and values of the students. Learning resources has a significant effect on self-discipline but doesn't show significant effect on responsibility and values of the students. Learning task shows no significant effect on self-discipline, and values but has a significant effect to the responsibility behavior of the students. Learning space has no significant effect on self-discipline, responsibility, and values of the students. And last, Comprehension showcases a significant effect on the self-discipline, responsibility, and values of the students. Therefore, the alternative hypothesis that there is a significant effect between the problem encountered by the grade four students and their learning behavior under the implementation of modular distance learning was partially accepted.

Recommendations

Given the findings and conclusion of the study, the following recommendations are provided:

1. Pagsawitan Elementary School may implement Project ASSAM (Aksyunan Solusyunan Suliranin ng Ating Mag-aaral) crafted by the teacher as an intervention to the problems encountered by the students
2. The parents and teachers may have a positive partnership and active and open communication to make effective interventions to address the problems being encountered by the students and parents.

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