# Profile and Competence of Learning Facilitators in Modular Distance Learning

**ODHESSA J. BORROMEO**

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

odhessaborromeo@gmail.com

*Abstract* —The study aimed to determine the significant relationship between the profile of learning facilitators in terms of age, highest educational attainment, combined monthly income, occupation, and spoken language and their competence in modular distance learning. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the researcher-made survey which measures the profile of the parents like the age, highest educational attainment, combined monthly income, occupation, and spoken language and survey questionnaire which describes the level of competencies of learning facilitator on modular distance learning. Simple Percentage, Weighted Mean, and Pearson r were the statistical tools used. The researcher found out that most of the learning facilitators has an age of below 50, the highest educational attainment is college graduate, the combined monthly income is up to 20,000.00, the majority are working, and the language spoken is the mother tongue of the pupils or Bisaya. Moreover, the level of competence of learning facilitators on modular distance learning is high. The study revealed a significant relationship between the profile of learning facilitators in terms of age, occupation, and spoken language and their competence on modular distance learning while no significant relationship between the profile of learning facilitators in terms of highest educational attainment and combined monthly income and their competence as learning facilitators. Thus, age, occupation and spoken language of learning facilitators affect their competence of assisting and guiding the Grade III pupils on modular distance learning.

*Keywords — Profile, Competence, Learning Facilitators, Modular Distance Learning*

# I.    Introduction

When COVID-19 reached the Philippine archipelago, the lockdown was declared. The crisis has already transformed into an economic and labor market shock. The economic impact of COVID-19 has started to be understood by many people, but many other issues have emerged and need to be urgently addressed, like the closure of schools and its impact on learning and the burden of education on students, parents, and teachers.

From the time of the outbreak of the coronavirus disease 2019 (COVID 19), people have been impacted in one way or the other. Countrywide lockdowns have strongly impacted the lives of people of all occupations and all ages. The flare-up has also affected the education system across the world and has altered the lives of 1,576,021,818 learners in 188 countries (5). The lockdowns have put an unprecedented challenge on the governments to ensure that there should be continuity of learning (2). Several countries have adopted different measures to deal with the educational crisis.

Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (4). Face to face engagement of students and teachers within the school has also been suspended. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision, which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning.

In the Philippines, this learning modality is currently used by all public schools because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (1). This is also in consideration of the learners in rural areas where the internet is not accessible for online learning.

Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child (3).

When parents and children collaborate in learning activities, bonding between parents and children increases as they can spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (6). Online schooling system with parental support guidelines could help in improving the bond between children and their parents.

Parents working from home will now have additional work — providing support or guidance in their schoolwork. Parents will have to adjust their schedules to be able to provide the needs of the learners on distance learning. Both teachers and parents will need additional workshops in the conduct of distance education, most especially in the implementation of modular distance learning modality. For farmers with young kids, they need teaching support, either from DepEd or their community. Challenges on assisting their children in accomplishing the modules is there and become the biggest issue among them. While these challenges are still being addressed, parents and caregivers can look forward to this new arrangement as an opportunity to be a partner in raising kids with the school in teaching them necessary life skills.

In distance learning approach, parents would have to play an active role in the learning process. They would be the ones to facilitate and guide their children through the modular lessons that would be sent to students while doing remote learning. With these, the researcher decided to conduct this study to determine the relationship between the profile and competencies of learning facilitators in modular distance learning modality. Will the competencies of parents in facilitating learning affects the performance of their children while learning at home? Hence, a proposed training plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the relationship between the profile of learning facilitators in terms of age, highest educational attainment, combined monthly income, occupation and spoken language and their competence as learning facilitators on modular distance learning of Kananga Central School, Kananga I District, Leyte Division. A proposed training plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the profile of the learning facilitators in terms of the following:
   a. Age;
   b. highest educational attainment;
   c. spoken language;
   d. combined monthly income; and
   e. occupation?
2. What is the level of competencies of learning facilitators as learning facilitators in modular distance learning modality?
3. Is there a significant relationship between the profile and competencies of the learning facilitators?
4. What training plan for the learning facilitators can be proposed based on the findings of this study?

# II. Methodology

*Design.* This study employed the descriptive-correlational research design to determine the profile and competencies of learning facilitators on modular distance learning modality. Kananga Central School, Kananga I District, Leyte Division is the main locale of the study. The 36 learning facilitators of the Grade III pupils enrolled in the said locale are the main respondents of the study and a researcher-made survey which measures the profile of the parents like the age, highest educational attainment, spoken language, combined monthly income and occupation and survey questionnaire which describes the level of competencies of learning facilitator on modular distance learning modality was used. This research is focused on determining the profile and competencies of learning facilitators on modular distance learning modality and its relationship. A Proposed Training Plan based on the findings of the study is the output.

*Sampling*. There are 36 learning facilitators of the Grade III pupils are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

*Research Procedure*. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants and administration of the questionnaire was done through face-to-face during the conduct of Home Visitation by the researcher. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan followed.

*Ethical Issues*. The right to conduct the study strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face-to-face modality. In the orientation, issues and concerns were addressed and consent to be included in the study was signed.

*Treatment of Data*. The Simple Percentage and Weighted Mean was employed to determine the profile and competencies of learning facilitators on modular distance learning modality. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

# III. Results and Discussion

**Table 1**
**Profile of Learning Facilitators (N=36)**

| Age | Frequency | Percentage |
|---|---|---|
| 51-60 | 2 | 6 |
| 41-50 | 14 | 39 |
| 31-40 | 11 | 30 |
| 21-30 | 9 | 25 |
| **Total** | **36** | **100** |
| **Highest Educational Attainment** | | |
| College Graduate | 9 | 25 |
| College Level | 6 | 17 |
| Vocational Graduate | 1 | 2 |
| High School Graduate | 13 | 36 |
| High School Level | 4 | 11 |
| Elementary Graduate | 1 | 3 |
| Elementary Level | 2 | 6 |
| **Total** | **36** | **100** |
| **Combined Monthly Income** | | |
| Php71,000-80,000 | 1 | 3 |
| Php61,000-70,000 | 0 | 0 |
| Php51,000-60,000 | 0 | 0 |
| Php41,000-50,000 | 1 | 3 |
| Php31,000-40,000 | 3 | 8 |
| Php21,000-30,000 | 3 | 8 |
| Php11,000-20,000 | 10 | 28 |
| Php5,000-10,000 | 17 | 47 |
| None | 1 | 3 |
| **Total** | **36** | **100** |
| **Occupation** | | |
| Housewife | 17 | 47 |
| Government Employee | 3 | 8 |
| Clerk | 1 | 3 |
| Self Employed | 1 | 3 |
| Medical Worker | 1 | 3 |
| Vendor | 4 | 11 |
| Online Tutorial | 1 | 3 |

| | | |
|---|---|---|
| Businessman/Woman | 4 | 11 |
| Manager | 2 | 6 |
| Farmer | 2 | 6 |
| **Total** | **36** | **100** |
| **Spoken Language** | | |
| Bisaya | 36 | 100 |
| Waray-Waray | 5 | 14 |
| English | 11 | 31 |
| Filipino | 12 | 33 |

Table 1 presents the profile of learning facilitators in terms of age, highest educational attainment, combined monthly income, occupation and spoken language. It was revealed that among the 36 learning facilitators of the Grade III pupils, 2 or 6% has an age between 51-60, 14 or 39% has an age of 41-50, 11 or 30% has an age of 31-40 and 9 or 25% has an age of 21-30. This means that most of the learning facilitators of the Grade III pupils on modular distance learning has an age less than 50 years old. This implies that these learning facilitators are still able to assist and guide the pupils in accomplishing the modules.

Moreover, among the 36 learning facilitators of Grade III pupils on modular distance learning, 9 or 25% are college graduate, 6 or 17% are college level, 1 or 2% are vocational graduate, 13 or 36% are high school graduate, 4 or 11% are high school level, 1 or 3% are elementary graduate and 2 or 6% are elementary level. This means that the highest educational attainment of the learning facilitators of the Grade III pupils on modular distance learning are college graduate. This implies that all learning facilitators had the capacity, knowledge, skills, and capability to assist and guide the Grade III pupils in accomplishing the activities in the modules.

Furthermore, among the 36 learning facilitators of the Grade III pupils on modular distance learning modality, there is 1 or 3% has a combined monthly income of 71,000.00-80,000.00, 1 or 3% has 41,000.00-50,000.00, 3 or 7% has 31,000.00-40,000.00 combined monthly income while 3 or 8% has 21,000.00-30,000.00 combined monthly income, 10 or 28% has 11,000.00-20,000.00, 17 or 47% has 5,000.00-10,000.00 and 1 or 3% has no income. This means that most of the learning facilitators has combined monthly income of up to 20,000.00. This implies that learning facilitators can provide the basic needs of the Grade III pupils.

Likewise, this table also shows the profile of the learning facilitators in terms of their occupation, it was revealed on the table that among the 36 learning facilitators of the Grade III pupils, 17 or 47% are plain housewife, 3 or 8% are government employees, 1 or 3% is clerk, 1 or 3% is self-employed, 1 or 3% is a medical worker, 4 or 11% are vendors, 1 or 3% is an online tutorial, 4 or 11% are engage in business, 2 or 6% are managers and 2 or 6% are farmers. This means that most of the learning facilitators are working while some are plain housewife. This implies that these learning facilitators can still assist and guide the Grade III pupils in accomplishing the modules.

Lastly, the table presents the spoken language of the learning facilitators of Grade III pupils on modular distance learning modality. It was revealed on the table that all the learning facilitators are Bisaya speakers of the native language speakers of the place. Among these learning facilitators, 5 or 14% also can speak waray-waray, 11 or 31% can speak English and 12 or 33% can speak Filipino. This means that all the learning facilitators can assist and guide the pupils hence most of the subjects in Grade III are in Mother-Tongue. This implies that these learning facilitators can extent their time in facilitating the learners.

**Table 2**
**Competence of Learning Facilitators (N=36)**

| Indicators | Weighted Mean | Description | Interpretation |
|---|---|---|---|
| Establish a connection and guide the child | 4.00 | Agree | High |
| Interact with teachers, barangay representatives and other stakeholders to acquire the various materials and resources needed by my child. | 3.90 | Agree | High |
| Regularly checks my child's workweek plan and make sure that my child sticks to the schedule. | 3.89 | Agree | High |
| Prepare a conducive learning study space for my learner. | 3.92 | Agree | High |
| Give appropriate praise, encouragement and rewards every time my child was able to accomplish an activity. | 3.98 | Agree | High |
| Am responsible in getting and retrieving the modules for my child. | 4.41 | Strongly Agree | Very High |
| Can assist my child in answering Math problems and lessons. | 4.05 | Agree | High |
| Can understand the instructions or directions written on the modules. | 4.01 | Agree | High |
| Can guide my child by leading to arrive at the correct answer. | 3.87 | Agree | High |
| Immediately call the attention of my child's teacher every time I encounter difficult problem in the module. | 3.78 | Agree | High |

| | | | |
|---|---|---|---|
| See to it that my child will be able to answer the module correctly before submitting it to his/her teacher. | 3.67 | Agree | High |
| Help my child in making their outputs and make sure it is presentable. | 3.88 | Agree | High |
| Provide the needed materials for the project of my child. | 3.90 | Agree | High |
| Encourage my child to continue learning at home. | 3.80 | Agree | High |
| Make sure that I am with my child every time he/she answers the module. | 3.82 | Agree | High |
| Join the game of my child to accomplish the activity in the module. | 3.87 | Agree | High |
| Can assist my child in answering the modules in Math. | 3.88 | Agree | High |
| Can help my child solve the problems in Math. | 3.76 | Agree | High |
| Can teach my child the proper health protocols during this time of pandemic. | 4.45 | Strongly Agree | Very High |
| See to it that my child is safe everyday by providing proper nourishment and practicing healthy lifestyle at all times. | 4.36 | Strongly Agree | Very High |
| **GRAND MEAN** | **3.96** | **Agree** | **High** |

Table 2 presents the level of competence of learning facilitators of Grade III pupils on modular distance learning modality. It was revealed on the table that the level of competence of learning facilitators of Grade III pupils on modular distance learning modality has a grand mean of 3.96 which is interpreted as high. This means that the learning facilitators agree that they possess all the indicators which describes their competencies. This implies that learning facilitators are highly competent in assisting and guiding the Grade III pupils in accomplishing the activities in the modules.

Moreover, the indicator which states that learning facilitators, "Can teach the child the proper health protocols during this time of pandemic" has the highest mean of 4.45 which is interpreted as very high. This means that learning facilitators are aware of the safety and health protocols implemented in all places in the world and thus they can teach the children to abide the required health protocols. This implies that learning facilitators are aware that they need to comply with the local IATF in keeping the pupils safe.

Finally, the indicator which states that learning facilitators "See to it that their children will be able to answer the module correctly before submitting it to his/her teacher" has the lowest mean of 3.67, which is interpreted as high. This means that some of the learning facilitators lack time to follow up with the pupils on the accomplished modules. This implies that there are learning facilitators who fail to give assistance and guidance to the Grade III pupils. This might be the learning facilitators who are busy with their work, and they just rely on the learning of their children independently.

**Table 3**
**Test of Relationship Between the Profile and Competence of Learning Facilitators**

| Variables Correlated to Competence of Learning Facilitators | r | Computed value or t | Table Value @.05 | Decision on Ho | Interpretation |
|---|---|---|---|---|---|
| AGE | 0.68 | 1.262 | 0.032 | Reject Ho | Significant Relationship (High) |
| HIGHEST EDUCATIONAL ATTAINMENT | 0.00 | 0.003 | 0.032 | Failed to Reject Ho | No Significant Relationship |
| COMBINED INCOME | 0.00 | 0.003 | 0.032 | Failed to Reject Ho | No Significant Relationship |
| OCCUPATION | 0.72 | 1.243 | 0.032 | Reject Ho | Significant Relationship (High) |
| SPOKEN LANGUAGE | 0.72 | 1.183 | 0.032 | Reject Ho | Significant Relationship (High) |

Table 3 presents the test of the relationship between the profile and competence of learning facilitators of the Grade III pupils on modular distance learning modality. Among those profile of learning facilitators are age, highest educational attainment, combined monthly income,

occupation, and spoken language. It was revealed on the table that the computed value or t of 1.262 is greater than the table value of 0.032 at a .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the profile in terms of age and competence of learning facilitators on modular distance learning modality. The r-value of 0.68 shows a highly significant relationship. This implies that age affects the competence of learning facilitators.

Moreover, this table also shows the test of the relationship between the profile of learning facilitators in terms of highest educational attainment and their competence on modular distance learning modality. It was revealed on the table that the computed value or t of 0.003 is lesser than the table value of 0.032 at a .05 level of significance, so the null hypothesis is failed to reject. This means that there is no significant relationship between the profile in terms of the highest educational attainment and competence of learning facilitators on modular distance learning modality. The r-value of 0.00 shows no significant relationship. This implies that the educational attainment of the learning facilitators does not affect their competence in assisting and guiding their pupils in accomplishing the modules.

Furthermore, this table also shows the test of the relationship between the profile of learning facilitators in terms of combined monthly income and their competence on modular distance learning modality. It was revealed on the table that the computed value or t of 0.003 is lesser than the table value of 0.032 at a .05 level of significance, so the null hypothesis is failed to reject. This means that there is no significant relationship between the profile in terms of combined monthly income and the competence of learning facilitators on modular distance learning modality. The r-value of 0.00 shows no significant relationship. This implies that the combined monthly income of the learning facilitators does not affect their competence in assisting and guiding their pupils in accomplishing the modules since no payment is asked from the pupils in school as fees. They can still assist and guide their pupils because the modules are provided by the school.

Likewise, this table also shows the test of the relationship between the profile of learning facilitators in terms of occupation and their competence on modular distance learning modality. It was revealed on the table that the computed value or t of 0.003 is lesser than the table value of 1.243 at a .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the profile in terms of occupation and competence of learning facilitators on modular distance learning modality. The r-value of 0.72 shows a highly significant relationship. This implies that the occupation of learning facilitators affects their competence in assisting and guiding their children in accomplishing the modules. This implies further that some learning facilitators cannot regularly attend to their children in doing or accomplishing their modules for they are busy with their work and their work also demands their presence and attention.

Finally, this table shows the test of the relationship between the profile of learning facilitators in terms of spoken language and their competence on modular distance learning

modality. It was revealed on the table that the computed value or t of 1.183 is greater than the table value of 0.032 at a .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the profile in terms of spoken language and the competence of learning facilitators on modular distance learning modality. The r-value of 0.72 shows a highly significant relationship. This implies that the spoken language of the learning facilitators affects their competence in assisting and guiding their pupils in accomplishing the modules. This implies further that it is evident that learning facilitators can provide assistance and guidance in accomplishing their modules because most of the language used in the modules is in vernacular or the mother-tongue spoken by the pupils at home.

# IV.    Conclusion

The data revealed that there is a significant relationship between the profile of learning facilitators in terms of age, occupation, and spoken language and their competence as learning facilitators. On the other hand, no significant relationship was shown on the profile of learning facilitators in terms of highest educational attainment and combined monthly income and competence as learning facilitators. Thus, age, occupation and spoken language of learning facilitators affect their competence of assisting and guiding the Grade III pupils on modular distance learning modality.

# V.    Recommendations

1. The proposed training plan formulated should be utilized;
2. Teachers should provide capacity building to the learning facilitators in assisting and guiding their children in accomplishing the modules;
3. Teachers should provide the necessary technical assistance needed by the learning facilitators to effectively support the pupils learning at home;
4. Teachers should encourage the parents or learning facilitators to guide and assist the pupils in accomplishing the modules;
5. School Heads and teachers should conduct feed backing activities to improve the competencies of learning facilitators so as to improve the performance of the pupils; and
6. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

the panel of examiners; School Head and teachers of Kananga Central School, Grade III pupils and parents; her parents for the love, prayers, care, sacrifices and support extended, her siblings, friends, and all people whom she ask for advice and prayers and To God, her deepest and sincerest gratitude.

## REFERENCES

[1] Bernardo, J. (2020, July 30). Modular Learning most preferred parents: DepEd. ABS-CBN News. https://news.abs-cbn.com/news/07/30/20/modular-learning-most-preferred-by-parentsdeped

[2] Chang, G. C., & Yano, S. (2020). How are countries addressing the Covid-19 challenges in education? A snapshot of policy measures. Retrieved from World Education Blog:https://gemreportunesco.wordpress.com/2020/03/24/how-are-countries addressing-the-covid-19-challenges-in-education-a-snapshot-of-policy-measures/

[3] FlipScience. (2020, October 5). 'Tagapagdaloy': How Filipino parents can help ensure successful modular distance learning. FlipScience - Top Philippine Science News and Features for the Inquisitive Filipino. https://www.flipscience.ph/news/features-news/tagapagdaloymodular-distance-learning/

[4] Tria, J. Z. (2020, June 3). The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal. ResearchGate.

[5] UNESCO. (2020). COVID-19 educational disruption and response. Retrieved from https://en.unesco.org/covid19/educationresponse

[6] Wang, G., Zhang, Y., Zhao, J., Zhang, J., & Jiang, F. (2020). Mitigate the effects of home confinement on children during the COVID-19 outbreak. The Lancet, 395(10228), 945-947.

# AUTHOR'S PROFILE



## MISS ODHESSA J. BORROMEO

The author was born on September 3, 1993 at Ormoc City, Leyte Philippines. She is presently residing at Brgy. Poblacion Kananga, Leyte. She finished her elementary education at Kananga Central School, Kananga, Leyte in the year 2005 and finished her secondary education at Kananga National High School, Kananga, Leyte in the year 2009. She enrolled and finished her Bachelor of Teaching in Home Economics and Livelihood Education at Eastern Visayas State University Ormoc City Campus in the year 2009. She continues her graduate study and currently enrolled in Master of Arts in Education major in School Administration and Supervision at Western Leyte College, Ormoc City.

She is currently teaching at Kananga Central School, Kananga I District Kananga, Leyte. She was teaching at Emmanuel Baptist Learning Center before she transferred to a public school. She has been teaching for 6 years in the elementary level and attended trainings and seminars to enhance her teaching skills.