

# Management of Kindergarten Teachers in the Implementation of Modular Learning

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*Abstract*— This study dealt with the Management of Kindergarten Teachers in the Implementation of Modular Learning during the Academic year 2020-2021. A total of fifty (50) kindergarten teachers of the Cuyapo East and West Districts, Division of Nueva Ecija, served as the respondents. Data were obtained using a researcher-designed questionnaire checklist which experts in the field validated. Results revealed that the level of management in the implementation of modular learning received an overall weighted mean of 4.49, described as "Very High," which means that they are knowledgeable in managing the implementation of modular learning in the new normal. Moreover, findings revealed no significant difference and relationship between the level of management in the implementation of modular learning and the profile variables. It was recommended that kindergarten teachers consistently sustain their impressive management in implementing modular learning in the new normal and pursue it even in the face-to-face learning program.

*Keywords* — *Management, modular Learning, new normal*

## I. Introduction

Education is an investment essential to empowering individuals to reach their full potential and positively impact the world (Loo, 2018). Besides, there will always be room for individuals to grip success and finish their studies eagerly. Schools impose and create either formal or informal learning contexts through the different offerings and programs to sustain education's essence. UNESCO is a United Nations member organization dedicated to promoting education, science, and culture. It assists people in learning about and enjoying the world around them; it has established the Sustainable Development Goals, or the 2030 Agenda for Sustainable Development, which comprises a new global education goal under Goal 4: ensuring inclusive, accessible, and fair quality education, as well as fostering possibilities for lifelong learning for everyone. Access to such is made even better in various forms and ways. To note, ministries and education departments globally have been engaged in curriculum reviews and strategies to serve such purposes better.

Meanwhile, Corona Virus Disease (CoViD)- 19, which has started in the late month of 2019, has highly brought a predicament in the educational system, which has initially paralyzed the abovementioned goals, especially on access to such and ensuring quality education. Globally,

lockdowns and quarantine protocols, which are mandatory, were slowly put into action. It provides the safety and intense transmission of the virus (WHO,2020). Also, according to Sorenson Impact Center (2020), schools were immensely shut down as the pandemic has hastened an impending crisis that unequally affected different institutions and learners.

In the Philippines, the School Year 2019-2020 was considered the gloomiest closing. No one was allowed to go out. The Inter-Agency Task Force (IATF) on Emerging Infectious Diseases even had released the protocols on the age bracket, which affected the schoolchildren's access to teaching-learning. With this, the Department of Education had developed DepEd Commons, an online learning platform for both pupils and learners who are forced to stay at home and access learning resources and materials. Moreover, challenges occurred as the pandemic still exists. In June, Briones (2020) had narrated the former in terms of readiness of teachers and the intervention on learning modalities. Hence, the birth and creation of Learning Delivery Modalities (LDMs) will serve as a medium of instruction and reception of information and lessons between and among teachers and learners.

Moreover, DepEd has released different LDMs such as Face-to-face, Modular Distance Learning (MDL), Online Distance Learning (ODL), T.V./Radio-Based Instruction, Blended Learning, and Homeschooling. In connection to the concerns mentioned above, President Duterte has been involved in the department's decision and has moved the opening of classes, declaring that no schools shall be opened in the absence of vaccines. In this regard, DepEd intensifies its Learning Delivery Modalities (LDMs) through a course for instructional coaches and teachers to make schools more ready. Along with the system is the pre-implementation of the Learning Continuity Plans (LCPs) through the LDMs.

The Department of Education started its class for the Academic Year 2020-2021 on October 5, 2020. Before its opening, schools were conducting a simulation of the distribution and retrieval of activity sheets and other platforms. Some schools were able to hold their online classes and module preparation. Likewise, the booming of CoViD-19 cases in the country is a menace and deficiency between and among parents, learners, and teachers. The division has chosen Modular Distance Learning as the major LDM for all schools. School heads are further concerned as the LDM course is still ongoing, where problems can be found in the long run. These concerns are distressing as teachers, stakeholders, and learners are new to this setup.

Thus, there is a need to identify the management of kindergarten teachers in implementing modular learning. This research will also serve as a starting point for the abovementioned problems. It will assess the management of kindergarten teachers in implementing modular Learning in Cuyapo District, Division of Nueva Ecija. The researcher is confident that this study will address the concerns of school heads and teachers in gaining skills and strategies heeding to more improved management in the implementation of modular learning.

This study aimed to determine the management of kindergarten teachers in the implementation of modular learning in the Cuyapo East and West Districts, Division of Nueva Ecija, during the Academic Year 2020-2021.

This research specifically sought to address the following questions:

What is the profile of the respondents in terms of:

1. age;
2. sex;
3. civil status;
4. highest educational attainment;
5. length of service; and
6. Several relevant training attended?

1. What is the management of kindergarten teachers in the implementation of modular learning education along:
  - planning;
  - organizing;
  - directing;
  - coordinating; and
  - evaluating?
2. Are there significant differences in the management of kindergarten teachers in the implementation of modular learning across their profile variables?
3. Are there significant relationships between the management of kindergarten teachers in the implementation of modular learning and their profile variables?

## **II. Methodology**

This study used the descriptive-correlation approach of research. According to Calderon (2012), descriptive research involves the description, recording, analysis, and interpretation of the current nature, composition, or processes of phenomena concerned with the prevailing circumstances or the way a person, group, or object acts or operates in the present. It often involves some kind of comparison or contrast. Further, according to Best and Khan (2008), descriptive research is concerned with conditions or relationships that exist, practices that prevail, processes that are going or effects that are being felt, or trends that are developing. This research method involves some comparison or contrast and attempts to discover relationships between existing variables.

This study adopted the descriptive method to determine and analyze the management of kindergarten teachers in the implementation of modular Learning in Cuyapo District, Division of Nueva Ecija. The statistical analysis results were the basis of inferences, conclusions, and recommendations.

### **Population and Locale of the Study**

The subjects of the study were the complete enumeration of 50 kindergarten teachers of Cuyapo East and West Districts, Division of Nueva Ecija, during the Academic Year 2020-2021.

### **Data Gathering Tools**

The researcher used a questionnaire checklist instrument made explicitly for the study based on the constructed problems. It was used to gather information from the kindergarten teachers.

The questionnaire checklist consisted of two parts. Part I elicited background information on the profile of the respondents, namely age, sex, civil status, highest educational attainment, length of service, and several relevant training attended.

**Part II is on the management of kindergarten teachers in implementing modular learning along with planning, organizing, directing, coordinating, and evaluating.**

### **Data Gathering Procedure**

Before administering the research, instrument permission was secured from the Schools Division Superintendent and Public School District Supervisors. The researcher gave the questionnaires directly to the individuals who were chosen. Likewise, the researcher retrieved the questionnaire. The data collected were kept confidential by the researcher to ensure the highest degree of objectivity of responses.

### **Treatment of Data**

The following statistical approaches were utilized to address the study's unique issues.

To determine the profile of the respondent teachers, namely age, sex, civil status, highest educational attainment, length of service, and a number of relevant training attended, frequency counts and percentages were used. Each profile variable was categorized and assigned with a corresponding numerical value to facilitate the computation.

To answer Problem No. 2 to quantify the management of kindergarten teachers in the implementation of modular learning along with planning, organizing, directing, coordinating, and evaluating, the average weighted mean was used to gather the data. The following five-point rating scale was used to interpret the result.

Statistical Range	Descriptive Equivalent	Transmuted Equivalent
4.50 – 5.00	Always	Very High
3.50 – 4.49	Often	High
2.50 – 3.49	Sometimes	Moderately High
1.50 – 2.49	Seldom	Slightly High
1.50 – 1.49	Never	Not High

For Problem No. 3, the Analysis of Variance (ANOVA) was used to evaluate the significant difference in the management of kindergarten teachers in the implementation of modular learning across their profile variables.

To answer Problem No. 4 on determining the relationship between the management of kindergarten teachers in the implementation of modular learning and the profile variables, the Coded Pearson Product Correlation was used.

### **III. Results and Discussion**

This chapter interprets, presents, and analyzes the data of the study.

#### Profile of the Respondents

The respondents' profile is to provide and describe background information about them as study subjects. Such profile variables were likewise used to describe and analyze the relationships between the management of kindergarten teachers in the implementation of modular learning

Table 1 shows the profile of the respondents.

**Age.** In terms of age, the majority of respondents (26 or 52 percent) are between the ages of 21 and 30, while 17 or 34 percent are between the ages of 31 and 40, while the rest belong to the age bracket 41-50 and above that is 7 or 14 percent. This could mean that majority of the respondent teachers are in their prime age of maturity suited for active and effective management of kindergarten classes, especially in the implementation of modular learning. As such, in terms of age, it can be said that the respondent teachers commonly belong to the age bracket, which would imply that there is no age gap among them.

**Sex.** The same table shows more females than 46 or 92 percent, while 4 or 8 percent are males. This means that the female group outnumbers the male group of respondents. There are more females than males teaching kindergarten, considering that teaching is a female-dominated profession, as observed in the different public schools in the country.

**Civil Status.** The table shows that 36 percent, or 72 percent, are married, 13 or 26 percent are single, while 1 or 2 percent are a widow/er. This could mean that majority of the respondent teachers are married. At a certain point, the status of being married, having a family, and enjoying a stable life is a source of feeling secure, self-fulfillment, and inspiration in life. In most cases, being married can contribute to good work performance.

Table 1:

## Profile of the Respondents

Profile Variables	Variable Category	F	%	
Age	21-30	26	52.0	
	31-40	17	34.0	
	41-50	7	14.0	
Sex	Male	4	8.0	
	Female	46	92.0	
Civil Status	Single	13	26.0	
	Married	36	72.0	
	Widow/er	1	2.0	
Highest Educational Attainment	BSE/BEED	5	10.0	
	BS+16-36 Prof Ed	1	2.0	
	MA Units	24	48.0	
	MA Acad	9	18.0	
	MAED	10	20.0	
	Doctoral Acad	1	2.0	
Length of Service	5-below	30	60.0	
	6-10	16	32.0	
	11-15	4	8.0	
Relevant Trainings Attended	District	3-below	26	52.0
		4-6	16	32.0
		7-above	8	16.0
	Division	3-below	36	72.0
		4-6	9	18.0
		7-above	5	10.0
	Regional	3-below	44	88.0
		4-6	6	12.0
	National	3-below	45	90.0
4-6		5	10.0	
International	3-below	46	92.0	
	4-6	4	8.0	

Highest Educational Attainment. As reflected in the table, 24 or 48 percent have earned their Masteral units, 10 or 20 percent are Masteral Degree Holders, 9 or 18 percent have made their Masteral academic requirements, and 5 or 10 percent are baccalaureate graduates is the lowest level of educational attainment. At the same time, it is surprising to note that there are 1 or 2 percent earners his units in doctoral. This could mean that the respondent teachers are very conscientious in pursuing their professional development. They also regard education as a continuous learning process where they can acquire knowledge, skills, and competencies essential for their professional growth.

Number of Years of Teaching Kindergarten. The data indicates that the most significant frequency occurs in the age range of 5 years and under, with a frequency of 30 or 60 percent, 16 or 32 percent have 6-10 years, while 4 or 8 percent have 11-15 years of teaching experience. It can be said that there is more new breed of teachers in the Cuyapo District. This could be interpreted to mean that young teachers are hand in hand enjoying teaching with the old ones in service, thus acquiring some skills in teaching kindergarten. Based on the general knowledge that experience makes the best teacher, and there are many more things to learn, young teachers in the service are trying their best to grow professionally and personally to attain the goal of educating the children to become productive citizens of the country.

Length of Service. It is surprising to note that most of the kindergarten teachers have attended three pieces of training in all levels of activity that is 26 or 52 percent in the district, 36 or 72 percent in the division level, 44 or 88 percent at the regional level, 45 or 90 percent in the national level while 46 or 92 percent in the international group. This might suggest that responding instructors were provided with sufficient opportunity for in-service training, which can have their knowledge, competence, and skills in teaching kindergarten. Seminars, training, and workshops provide excellent avenues for professional growth.

#### Management of Kindergarten Teachers in the implementation of modular learning

This portion of the chapter presents the management of kindergarten teachers in implementing modular learning along with planning, organizing, directing, coordinating, and evaluating.

Table 2 presents the management of kindergarten teachers in the implementation of modular learning along with planning.



Table 2:

## Management of Kindergarten Teachers in the implementation of modular learning Planning

Planning	AWM	TR
As a kindergarten teacher, I...		
Prepare self-learning modules that are specific, measurable, and attainable in teaching.	4.84	VH
Plan activities that jibe with the prescribed scope and sequence of the MELCs.	4.72	VH
Construct appropriate instructional materials for the lessons in ECE in the new normal.	4.86	VH
Make a work plan for activities as a guide for the learners homeschooling.	4.80	VH
Consult proper authorities regarding the planning of activities of ECE in the new normal.	4.74	VH
Identify interests and learning needs of learners in homeschooling.	4.66	VH
Analyze specific learning tasks that jibe with the content of the MELCs.	4.76	VH
Prepare enrichment activities for developing higher thinking skills in the ECE program.	4.78	VH
involve parents in planning activities for the school year in the new normal	4.80	VH
Set a plan for the correct doable and effective distribution and retrieval of modules.	4.77	VH
<b>OWM</b>	<b>4.77</b>	<b>VH</b>

## Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very High (VH)
3.50 – 4.49	Often	High (H)
2.50 – 3.49	Sometimes	Moderately High (MH)
1.50 – 2.49	Seldom	Slightly High (SH)
1.50 – 1.49	Never	Not High (NH)

The data shows that public elementary school kindergarten teachers perform very well in their tasks related to planning, as seen by their total weighted mean of 4.77, which is classified as "Very High." The data in the table would imply that the public school kindergarten teachers are experts in planning the implementation of the new normal. This included their expertise in preparing self-learning modules that are specific, measurable, and attainable in teaching, planning activities that jibed with the prescribed scope and sequence of the MELCs, constructing instructional materials for the lessons in the new normal, making learning work plans for activities as a guide for the learners homeschooling, prepare enrichment activities for the school year in the new normal, and setting a plan for the correct doable and effective distribution and retrieval of modules.



Such results suggest that public school kindergarten instructors have the essential abilities to provide healthy instruction delivery in the new normal via modular learning.

Table 3 shows the Management of Kindergarten Teachers in the implementation of modular learning along with organizing.

Table 3:

Management of Kindergarten Teachers in the implementation of modular learning along organizing

Organizing As a kindergarten teacher, I...	WM	TR
Organize scheduling of routine in the distribution and retrieval of modules.	4.86	VH
Structure learning experiences to attain the objectives of the subject.	4.76	VH
Categorize concepts and themes for ECE learners in the new normal.	4.66	VH
Set time for different activities.	4.68	VH
Organize appropriate learning materials for kindergarten learners at home.	4.82	VH
Establish effective work relationships with parents for improving better outcomes in learning.	4.88	VH
Systematize procedure in the implementation of activities of ECE learners at home.	4.76	VH
Classify the resources to be used by the learners in home schooling.	4.72	VH
Systematize the checking of returned modules if they are all tucked, and pages are complete and answered.	4.84	VH
Categorize activities in self-learning modules for the learners.	4.82	VH
<b>OWM</b>	<b>4.78</b>	<b>VH</b>

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very High (VH)
3.50 – 4.49	Often	High (H)
2.50 – 3.49	Sometimes	Moderately High (MH)
1.50 – 2.49	Seldom	Slightly High (SH)
1.50 – 1.49	Never	Not High (NH)

It is reflected in the table that the assessment of kindergarten teachers on their management of the implementation of modular learning along organizing is impressive, having an overall weighted mean of 4.78, denoting a transmuted rating of "Very High" with weighted means that range from 4.66 to 4.86 which indeed very impressive.

The Management of kindergarten Teachers in the implementation of modular learning along the area of organizing in which a "Very High" rating is obtained includes managing the schedule of routine in the distribution and retrieval of modules, structuring learning experiences to attain the objectives of the subject, categorize themes for ECE learners in the new normal, set time for different activities, organize appropriate learning material for kindergarten learners at home, systematize the checking of returned modules if are all in tucked and pages are complete and answered and categorize activities in self-learning modules for the learners. With the very high rating in this area, it could be said that the kindergarten teachers are very competent in organizing the activities of their learners at home in the new normal. They are considered mode systematic in the workflow and operation of modular learning.

Table 4 presents the Management of Kindergarten Teachers in implementing modular learning and directing.

The Management of Kindergarten Teachers in the Implementation of Modular Learning along Directing received an OWM of 4.79, which is categorized as "Very High" in the table." All ten (10) indicators have the same transmuted rating of "Very High," with weighted means that range from 4.74 to 4.88. This might be understood to suggest that the kindergarten instructors were able to successfully apply modular learning while still guiding. Kindergarten teachers are experts in motivating the learners to internalize good study habits at home, emphasize good study habit and obedience among learners while learning at home, help learners enrich their experiences on what they have learned from the self-learning modules, manifest directing skills in order to achieve planned activities for learners, direct learners to learn certain skills and concepts that are relevant to their activities and experiences, initiate service to measure learners performance as basis for enrichment activities and implement activities according to the time frame while having home schooling.

Table 4:

## Management of Kindergarten Teachers in the implementation of modular learning along directing

Directing	WM	TR
As a kindergarten teacher, I...		
Motivate learners to internalize good study habits at home.	4.88	VH
Imbibe appropriate values and behavior among learners while learning at home.	4.80	VH
Emphasize good study habits and obedience among learners while learning at home.	4.78	VH
Help learners enrich their experiences with what they have learned from the self-learning modules.	4.82	VH
Manifest directing skills to achieve planned activities for learners.	4.74	VH
Teach learners creative management skills in doing their activities at home.	4.80	VH
Direct learners to learn specific skills and concepts relevant to their activities and experiences.	4.82	VH
Initiate service to measure learners' performance as the basis for enrichment activities.	4.74	VH
Initiate improvements on students' behavior based on directing policies.	4.76	VH
Implement activities according to the time frame while having home schooling.	4.80	VH
	4.79	VH

## Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very High (VH)
3.50 – 4.49	Often	High (H)
2.50 – 3.49	Sometimes	Moderately High (MH)
1.50 – 2.49	Seldom	Slightly High (SH)
1.50 – 1.49	Never	Not High (NH)

Such data suggest that while guiding the implementation of modular learning, kindergarten instructors have a highly remarkable technical purpose in mind. The majority of their pupils spend a significant amount of time at home thinking about studying in order to learn more quickly.

Corollary, Williamson (2017) pointed out that directing in teaching. It involves the teacher leading the flow of ideas, providing meaningful practice opportunities, and giving some feedback to students on their learning at home. Likewise, it is also an effective technique for increasing students' enthusiasm for home learning which redound to their academic performance in the new normal.

Table 5 shows the management of kindergarten teachers in the implementation of modular learning along with coordination.

As seen in the table, the Management of Kindergarten Teachers in implementing modular learning along coordination obtained an OWM of 4.83, described as "Very High." All ten (10) indicators were rated "Very High," with weighted means ranging from 4.78 to 4.90.

Such findings suggest that kindergarten teachers' management in the implementation of modular learning in this area aids kindergarten teachers in effectively communicating with parents about the distribution and retrieval of modules, allowing them to exercise flexibility in the conduct of modular activities based on learners' abilities. Through coordination, kindergarten teachers can coordinate with parents in the submission of answer sheets, collaborate with parents in guiding learners at home, combine learning outcomes of every activity and experience of the learners at home, collaborate with parents on the scheduled time of submission of learners answer sheet, likewise the utilization of available instructional materials and devices with creativity at home and in coordinating with parents to fully participate in monitoring their children's progress in learning at home.

Table 5:

Management of Kindergarten Teachers in the implementation of modular learning along with coordinating

Coordinating As a kindergarten teacher, I...	WM	TR
Communicate effectively with parents regarding the distribution and retrieval of the module.	4.86	VH
Exercise flexibility in the conduct of modular activities based on learners' capabilities.	4.82	VH
coordinate with parents on the submission of answer sheets	4.90	VH
Collaborate with parents in guiding learners at home.	4.86	VH
Combine learning outcomes of every activity and experiences of the learners at home.	4.80	VH
Demonstrate with parents good classroom management of learning at home.	4.86	VH
Collaborate with parents on the scheduled time of submission of the learner's answer sheet.	4.78	VH
Combine concepts and theories based on learners' needs and interests.	4.80	VH
Collaborate with parents to utilize available instructional materials and devices with creativity at home.	4.78	VH
Coordinate with parents to fully participate in monitoring their children's progress in learning at home.	4.88	VH
	4.83	VH

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very High (VH)
3.50 – 4.49	Often	High (H)
2.50 – 3.49	Sometimes	Moderately High (MH)
1.50 – 2.49	Seldom	Slightly High (SH)
1.50 – 1.49	Never	Not High (NH)

Table 6:

Management of Kindergarten Teachers in the implementation of modular learning along evaluating

Evaluating	WM	TR
As a kindergarten teacher, I...		
Evaluate learners' achievement and performance periodically.	4.76	VH
Construct test items using the different assessment tools.	4.68	VH
Consider test results, projects, and homework in giving the descriptive rating of the learners in Early Childhood Education.	4.68	VH
Record test results as a basis for grouping of pupils and lesson preparation.	4.72	VH
Conduct formative and summative evaluations based on the testing program.	4.68	VH
Evaluate the strength and weaknesses of learners in homeschooling as a basis for remedial instruction.	4.76	VH
Use evaluative teaching strategies given to specific objectives of the SLM.	4.82	VH
Evaluate activities at a different time of the day for reinforcement.	4.76	VH
Construct different kinds of tests that delve into the skills for kindergarten.	4.72	VH
Communicate regularly with parents regarding students' progress and achievement.	4.78	VH
	4.74	VH

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very High (VH)
3.50 – 4.49	Often	High (H)
2.50 – 3.49	Sometimes	Moderately High (MH)
1.50 – 2.49	Seldom	Slightly High (SH)
1.50 – 1.49	Never	Not High (NH)

As gleaned in the table, the Management of Kindergarten Teachers in the implementation of modular learning along the evaluation area obtained an OWM of 4.74, denoting a transmute rating of "Very High." It is surprising to note that the ten (10) indicators have the same transmuted equivalent rating of "Very High," having weighted means that range from 4.68 to 4.88. This may

be understood to suggest that including kindergarten teachers in the implementation of modular learning as well as assessing it has been deemed an effective and efficient method of doing so.

Through evaluation, the kindergarten teachers master the rudiments of managing modular learning like conducting formative and summative assessments based on a testing program, constructing test items using the different assessment tools, recording test results as a basis for remedial instruction, using evaluative teaching strategies given on specific objectives of SLM, consider test results, portfolio in giving the descriptive rating of the learners in the kindergarten and communicate regularly with parents regarding student's progress and achievement.

Evaluation, according to Spiller (2017), is an important part of learning since it aids students in their learning. Students may judge whether or not they comprehend the course topic by looking at how they are performing in class or at home.

Table 7 shows the overall Management of Kindergarten Teachers in the implementation of modular learning.

It is surprising to note that the kindergarten teachers learned how to manage the implementation of modular learning with a grand overall weighted mean of 4.79, described as "Very High." This might be understood to suggest that kindergarten teachers are completely prepared to manage the implementation of modular learning by planning, organizing, leading, coordinating, and assessing. This can be attributed to the webinar training that they attended before the implementation of the modular learning.

#### Relationships between the Management of Kindergarten Teachers in the implementation of modular learning and Profile Variables

This study further determined the relationship between the level of modular learning and the profile variables of the respondent teachers. This was done using the Pearson r Product of Coefficient of correlation or the Pearson r. In doing so, the profile variables of the public kindergarten teachers were correlated to their level of management in the implementation of modular learning in the new normal.

Table 9 shows the data of correlation.

Table 9:

Relationships between the Management of Kindergarten Teachers in the implementation of modular learning and their profile variables

Profile Variables	Pearson Correlation	Sig. (2-tailed)
Age	-.200	.164
Sex	.068	.637
Civil Status	-.091	.530
Highest Educational Attainment	.086	.553
Length of Service	-.081	.574
Relevant Training_District	-.014	.920
Relevant Training_Division	.171	.236
Relevant Training_Region	.015	.919
Relevant Training_National	.013	.930
Relevant Training_International	-.190	.187

The table shows that there is no association between the factors in the implementation of modular learning and the management of kindergarten teachers. As a result, at a.05 level of significance, the null hypothesis, that there are no significant correlations between the Management of Kindergarten Teachers in the application of modular learning and the profile variables, is accepted. It can be confidently said that Kindergarten Teachers' Management in the Implementation of Modular Learning is unrelated to the profile factors. e

#### IV. Conclusion

The respondent kindergarten teachers are relatively young, primarily females, married, educationally qualified, and young in the service. They are knowledgeable in managing the implementation of modular learning in the new normal. They are also comparable in their management in the implementation of modular learning. Moreover, the respondents' management in the implementation of modular learning is not associated with their profile variables.

#### V. Recommendations

Based on the data and conclusions of this study, the researcher suggests the following. Concerned public school kindergarten teachers should continue their professional development by attending webinars at the national and international levels to improve their knowledge and abilities in teaching. They should continue enhancing themselves by completing their post-graduate studies in a reputable institution. Likewise, they should always sustain their impressive management in implementing modular learning in the new normal and pursue it even in the face-to-face program of learning. Finally, other studies should be conducted to look into other aspects of the management implementation of modular learning.



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His initial assignment was at E. Abalos Primary School, then he was moved seven months later to Calancuasan Norte Elementary School, SDO CUYAPO WEST ANNEX, SDO Nueva Ecija, where he is now Teacher I handling Kindergarten. He has participated in a variety of trainings and seminars at the national, regional, division, and district levels.