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Digital Modular Distance Learning of Early Childhood Education Learners: Status and Challenges Amid the Covid-19 Pandemic

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Abstract

This study was conducted to determine the adequacy of instructional materials and the level of best practices in utilizing digital modular distance learning in identified schools in Midsayap, Cotabato. The study utilized the Mixed – method. There were 70 teachers and parents who served as respondents. The data gathering tools used were the researcher-made questionnaire and interview guide. The findings revealed that in terms of the availability of IMs for teaching EC learners, it was found "less adequate" as responded by the respondents; on the level of best practices in the utilization of IMs, as perceived by the teacher respondents, they have shown best practices on the well – being of the learners, strategies, and methodologies used in teaching and assessments of learning. A significant relationship was found between the profile of the teacher-respondents and the level of practice in the utilization of IMs when grouped according to the type of school and age. Likewise, found a significant difference between the teachers and parents on the availability of IMs in teaching. During the interview for teachers, themes were formulated, such as flexibility struggle, time management, internet accessibility, computer literacy, and communication barriers. For parents, themes were adaptability struggle, time management, and pedagogical methodology. Based on the findings, it is concluded that the teachers must acquire needed IMs in teaching to develop different skills and levels of practice in utilizing IMs. To address the problems encountered, an action plan was formulated for implementation.

1. INTRODUCTION

Early childhood education (ECE) is an educational program or period from birth to 8 years old. This is the level of education that focuses on the lifelong learning of young children. Moreover, it is both a formal and informal education in which the educational setting needs to be alive where there are many prepared learning experiences through the utilization of varied Instructional Materials (IMs) and appropriate teaching strategies.

In the Philippines, Republic Act 10157, An Act that institutionalized Kindergarten Education as part of basic education, became compulsory for every child before entering grade one.

For the holistic growth of the individual child, teachers have to consider the development of the different senses of the learners. Instructional Materials (IMs) are necessary for teaching to help facilitate learning. Children understand easily when the lesson isaccompanied by real objects or representation of these

objects through pictures that the learner can see, touch, and feel. Hence, implementing the Curriculum for Kindergarten Education requires teachers to be equipped with the needed IMs for the learners' linguistic, mathematical, kinesthetic, and interpersonal development.However, eight years after implementing the K to 12 Basic Education Curriculum, the COVID-19 pandemic has brought about many challenges in the world, especially in the educational system, including the Philippines. This has caused the temporary closure of several schools, colleges, and universities, leading students, teachers, and parents to a difficult setting. With the scenario faced by society, the classroom educational setup has been transferred to the homes as the new avenue for learning. The home became the classroom where parents must be responsible for facilitating their children's learning, especially those under the ECE level. The situation brings additional concern to parents at home while doing significant responsibilities for the family to survive.

The situation at home was so different. Parents who have to take the responsibilities of the teachers as assistant teachers were not ready. They do not have the IMs they use at home to facilitate learning. To top it all off, they do not have the teaching strategies to deliver the lesson effectively and efficiently. While the teachers guided them on how to teach the competencies, parents admitted their skills were not as good compared to the teachers who had the appropriate training.

Along this premise, this study wanted to determine if the IMs were adequate at home and practices of the parents in teaching theirchildren as guided by the teachers have been effective in the acquisition of learning. The findings of this study were made as a guidein formulating the Action Plan.

2. RESEARCH METHOD

2.1 Research design

This study utilized the mixed-method type of research, a combination of qualitative and quantitative research approaches in collecting and analyzing data.

2.2 The Respondents

The primary respondents of this study were the teachers and parents in the ECE levels of the identified operating public and private schools in the municipality of Midsayap. As shown in Table 1, there were 20 teachers and 50 parents in the ECE levels, both from the private and public schools, with 70 teacher and parent respondents involved in this study.

2.3 The Participants

For the qualitative aspect of the study, 18 teacher and parent participants were interviewed. They were chosen based on their availability and willingness to be interviewed.

2.4 Data collection tools

The researcher used two instruments to gather the data: a researcher-made questionnaire and an interview guide.

The researcher-made questionnaire was used to collect quantitative data for this study. There were two sets of questionnaires with three major parts for the teacher andparent respondents.

The Interview Guide was used to gather or elicit the participants' challenges encountered in EC learners' digital modular distance learning. These werecomposed of open-ended questions about their lives as teachers and parents.

2.5 Data collection process

In this study, both qualitative and quantitative data were collected. First, quantitative data were gathered through a questionnaire. Second, interviews were done with the selected teachers and parents to determine

challenges encountered in digital modular distance learning of the early childhood education learners.
However, a letter of consent was secured from the Cotabato schools division superintendent to ensure the conduct of the study. Letters of request were submitted to the school heads of the teacher and parent respondents of the identified public and private schools in Midsayap, Cotabato.
After the permission to conduct the study was approved, the researcher personally gave the questionnaires for the teacher respondents to the schools' principals for distribution. In contrast, the teachers or advisers issued and distributed the parents' questionnaires. The researcher ensured that the minimum essential health requirements against COVID-19 were observed, such as wearing a facemask and face shields and watching physical distancing.
In the interview, the researcher talked to the selected teacher and parent participants through a cellphone callor a messenger to ask for their consent to be interviewed and be part of the in-depth discussion for the qualitative data. Once the approval was secured, the researcher scheduled the one-on-one pair and group interviews in separate schedules. Upon their approval, a face-to-face interview was done. The protocols in the conduct of the interviews were followed.
After the data were gathered, the researcher proceeded to the tabulation, collation, analysis, and interpretation of the quantitative data using the appropriate statistical treatment with the aid of available statistical software. Finally, the researcher transcribed the conversations during the interview, with reflective notes made to capture all the details of the participant's responses.

2.6 Data analysis

When the questionnaires were gathered, collected and the responses were tallied; thus, the following statistical measures were utilized: Frequency, percentage, weighted mean, Pearson's product-moment coefficient of correlation, and t-test.
On the other hand, the data gathered through audio and video recording, notes, and transcriptions were analyzed using Colizzi's method, a distinctive seven-step process of providing a rigorous analysis of the data. The method's result was concise yet all-encompassing description of the phenomenon under study, validated by the informants that created the data (Morrow, Rodriguez and King, 2015). The analysis of the qualitative data was done in seven steps

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

3.1.1 Teacher

Type of School

The type of school has been weighed as an institution that may have different policies in the implementation of their digital modular distance learning. It is presented in Table 2 the distribution of the teacher-respondents as to the type of school they are teaching.

Table 3 ***Type of school***

Profile	Frequency	Percent
Private	5	25
Public	15	75

As shown in Table 3, teacher-respondents from the public schoolsdominated those from the private

schools. This has been validated through an ocular inspection of the researcher in the research environment. The enrolment of some private schools had been affected during the pandemic and that they opted to close temporarily to avoid financial problems in the operation. Meanwhile, during an interview with some private school Administrators, they confessed to financial difficulties they faced due to the abrupt increase in enrolment.

Age and Gender

Age and gender may also be of a great factor in the delivery of instruction using digital modular distance learning.

Table 4 shows the frequency and percentage distribution of the profile of the teachers in terms of age and gender

Table 4 Age and Gender.

Profile	Frequency	Percent
Age		
50 years old and above	4	29
41 – 50 years old	8	49
31 – 40 years old	5	25
21 – 30 years old	3	15
Gender		
Male	1	5
Female	19	95

As manifested in Table 4**,** the highest number of respondents are between 41 – 50 years old. This points out that they are in their midlife stage which is an essential period that embraces a balance of strengths and weaknesses, associating past and future life phases and bringing together generations (Infurna, et al. 2020).

As shown in the same table, teacher respondents are overpowered by women. This indicates that early childhood education as a profession is said to be female dominant vocation. While, it is defined as a profession with lesser financial compensation and social standing, yet, it is believed that children are the future of the nation and that they æ to be treasured in order to gain a more developed nation, respected and valued professions connected with women. It is in this disposition that strengthens the assumption that women have more control over men in the field of ECE since the majority of early childhood teachers are women (Kim, M. 2013).

Nevertheless, the result argued in the study by Owen (2010) that the presence of male ECE teachers positively influences the social, behavioral, and academic development of young children. In addition,Ho, & Lam, (2014) revealed that many school personnel in Hongkong have supported the hiring of male teachers especially in kindergarten because they perceived those male teachers played a vital role in educating young learners.

With the findings of this study might be claimed that societal transformation specifically, on gender equity training and support gave the male teachers provision in the field of ECE who also believed they could serve as classroom leaders and role models to early learners (Williams,2020).

Highest Educational Attainment

The highest educational attainment of the teacher has always been presumed that contributes to some degree to the success of the delivery of quality instruction as well as the academic performance of the learners. For many teachers in our modern times, earning a bachelor's degree is not enough for they believed going to school in order to earn a Master's degree and even a doctorate degree related to their present career is always an opportunity to grow professionally.

The data in Table 5 manifest the teacher respondents' highest educational attainment.

Table 5 Highest Educational Attainment.

Profile	Frequency	Percent
Highest Educational Attainment		
Has earned doctoral units	1	5
Master's degree holder	8	40
Has earned master's units	4	20
Bachelor's degree holder	7	35

As shown in the data, the majority of the teacher respondents have availed themselves of professional development while there are quite a number of teachers who are still in their baccalaureate degrees yet the majority of the teacher respondents have already finished their graduate degrees.

The result has supported the research findings that one of the schools, colleges, and universities' missions is to encourage teachers to go on further studies as one way of improving their professional effectiveness as well as raising of the professional status of education and intensifying opportunities beyond the classroom (Horn & Tae Jang, 2017). This means, the result evidently shows that teachers nowadays are driven on engaging themselves in different professional growth and development aside from seminars and workshops and this is supported by study reports that a large portion of teachers are reconsidering themselves as lifelong learners. Thus, learning in groups is a facilitator of learning as well as powerful evidence for skills quest, and easy access to learning opportunities that can be applied to classroom and student achievement (Moore,2009).

However, a study argued that even if the quality of teachers has achieved high in terms of their academic and professional qualifications, this might not give much to the student's performance (Bonney, et.al. 2015).

Number of years in Teaching ECE

The higher the number of years a teacher has taught in ECE, the more adept he or she is to bring quality products to his or her learners and might gain satisfaction in his/her job environment.

The data in Table 6 manifest the teacher respondents' number of years in teaching ECE.

Table 6 Number of years in teaching early childhood.

Profile	Frequency	Percent
Number of years in teaching Early childhood		
21 years old and above	4	20
16 – 20 years	2	10

11 – 15 years	5	25
6 – 10 years	7	35
1 – 5 years	2	10

It could be obtained from the data in Table 5 that there is a greater number of respondents have already gained more than six years in teaching early childhood level of education. This means that the teachers may stay in the vocation because of the belief that teaching in ECE is considered a respected and recognized career owed to its authority to come up with the changes in society (Villarreal & Zufiaurre, 2015) that they may stay longer in their vocation based on their performance and their performance pay may be dependent on the number of teaching years (Firtell, 2019).

Based on a finding, it reveals that whether teachers view themselves as lifelong learners where collaborative learning is known as a strong quality characteristic of professional development, their profession whether they are veterans or novices involves different issues at different times in their career yet they faced them in various ways. This dilemma has been confirmed by Want, et.al (2018) that both beginners and experienced teachers need time for deliberation and reflection about professional identity issues.

Devices Used in Teaching

The advent of the Industrial revolution 4.0 and the integration of technology in classroom learning, motivated teachers to learn and embrace the technology like utilization of Internet communication technologies (ICT) using laptops, smartphones, tablets, and many more had become one of the avenues through which teachers imparted learnings to learners through distance learning.

However, this was not true for all teachers, thus the data in Table 6.

Table 7 Devices used in teaching

Devices	**Teachers N=20**	
	f	**%**
Laptop	18	90
Tablet		
Desktop	4	20
Smartphone	11	55

As revealed in Table 7, the result reveals that the teachers generally used laptops and smartphones as means of instruction. This means that teachers find comfort and ease in using laptops in teaching. Since, laptops and smartphones are one of the common ICT devices teachers used in the preparation of the lessons and in connectingand monitoring parents and pupils, teachers have understood and have a positive mindset that technology is of advantage especially in the ECE and in teaching and learning in early years (Ogegbo, & Aina, 2020).

The utilization of ICT helps improved interaction through changing approaches from the traditional chalkboards to interactive digital whiteboards using devices like smartphones, laptops, and other devices during classes can give learners the avenue of an innovative teacher approach where learners can watch teacher's lectures even at home through the use of ICT (Amuche, 2015).

Teachers and students are found to have regular access to technologies that support and advance

educational sense-making, reasoning, problem-solving, and communication. (Olafare et al., 2018).

Connectivity and available internet connection

Internet connectivity has been a common problem for technology users in the office, at home, and in school. The success of the work of an individual relative to ICT may depend on Internet connectivity.

Table 8 presents the frequency and percentage distribution of the internet access being used for teaching both teachers and parents for the learning of their children

Table 8 Connectivity and available internet connection

Teachers N=20		
	f	**%**
Internet access		
Yes	20	100
No		
Available internet connection		
Dial-up		
DSL	1	6
Cable TV Modem		
Wireless connection	15	75
Fiber Optic	3	15
Data	1	5

The result shows that all the teacher respondents have an internet connection. This has made schools in developing countries across the world opt to adopt online teaching and learning. Their government has provided internet connection ranges for both rural and urban (Tadesse, & Muluye, 2020).

The finding supports the previous studies that the teachers during the pandemic have understood and accepted the reality that in supporting the continuity of learning for students (Reimerset.at., 2020), technology is one of the greatest devices for educational opportunities in order to assist opportunity gap between the social status of children (Osorio, et.al., 2021), access to the internet and digital devices (Reimerset.at., 2020), and a positive mindset that technology is of advantage especially in the teaching and learning in early years(Ogegbo, & Aina, 2020).

3.1.2 Parent

Age and Gender

The age and gender of parents may influence the delivery ofinstruction through digital modular distance learning at home.

To determine the distribution of parent respondents in terms of their age and gender, table 9 presented the gathered data utilizing frequency distribution and percentage.

Table 9 Age and gender.

Profile	**Frequency**	**Percent**

Age		
50 years old and above	3	6
41 – 50 years old	12	24
31 – 40 years old	28	56
21 – 30 years old	7	14
Gender		
Male	7	14
Female	43	86

Table 9 reflects that since the majority of the parent respondents are in their early and middle adulthood, at these ages, they are settled down to have their own families and are ready in developing and providing all the needs of their children both at home and in school.

The result agrees that when a man or woman becomes a mother or father, they usually take the responsibility of helping their children learn.Even if mothers provide Home Learning Environment (HLE) activities more frequently than fathers do, they both make unique contributions to their children's academic skills (Vilaseca, et.al, 2020) as well as show very similar strengths and weaknesses when interacting with their children during play (Vilaseca, et.al, 2020).

Furthermore, the majority of the parents, 43 out of the total parent respondents of 50 86% are females. The data suggest that the female parent respondents outnumbered the males by 72% thus the ECE levels are dominated by females.

Most research revealed that mothers play a very important role in the lives of young learners, especially in the early childhood years. More often, mothers reported more direct child influence than fathers (Kuczynski, et.al.,2016). This is so because most mothers spent more time in childcare activities than fathers (Vilaseca, et.al,2020).

Marital Status

In the real context, being a parent is not measured whether oneis single, married, widow, or separated, as long as each one performs in according to his or her duties and responsibilities for their family.

Table 10 shows the parent respondents' frequency and percentage distribution of the profile of the parent's marital status.

Table 10 Marital status

Profile	Frequency	Percent
Married	38	76
Widow/er	2	4
Never Married or Single	10	20

It is evident in the data shown in Table 10 that most of the parent respondents are married with 38 out of the 50 parent respondents. However, it is also clearly indicated in the result that there are a number of parent respondents who belong under single or have never been married.

The result shows that parents regardless of their status became the teachers at home amid the newly implemented learning modality. Much more, Bernardi,et.al. (2021) confirmed that parents have much

concerned and exerted much effort because of their social and educational backgrounds, regardless of their limited level of involvement (Nkosi, & Adebayo, 2021) , the age of their children and the level of their independence (Dlamini & Dunn, 2021).

Highest Education Attainment

The educational attainment of parents may be considered an important factor in the modular distance learning implemented by DepEd.

Table 11 shows the parent respondents' frequency and percentage distribution in highest educational attainment.

Table 11 Highest educational attainment.

Profile	Frequency	Percent
Highest Educational Attainment		
Has earned doctoral units	2	4
Master's degree holder	5	10
Has earned master's units	7	15
Bachelor's degree holder	27	54
High Graduate	8	16
High School Level	1	2

The data show that most of the parent respondents are highly educated, in fact, 27 out of 50 or 54 percent are bachelor's degree holders. Aside from this, a good number of parent respondents have earned graduate studies. Although there are some who are high school graduates still, they may have earned training.

The findings imply that in guiding young children's new normal education, parents are considered an important factor. On a study conducted in Australia, learners with higher education parents achieved much higher levels than those learners with low-educated parents (Chester & Daly, 2017). Thus, parental education has a significant and positive relationship to the child's learning (Abid, et.al., 2021).

In the implementation of digital modular distance learning, parents' level of academic proficiency especially in preparing and equippingthemselves with necessary and valuable approaches to help take good care and shield the global future (Garbe, et.al., 2020) as well as parents' basic media proficiency to adopt new media technologies (Nikken & Opree, 2018)

Combined Family Income

In most cases, family income is a very important factor in terms of providing the basic family needs including the education of theiryoungsters. In the Philippines, the National Economic and Development Authority (NEDA), defined the family's income into clusters.

Table 12 shows the parent respondents' frequency and percentage distribution of the profile of parents in terms of combined family income.

Table 12 Combined Family Income

Profile	Frequency	Percent
Combined family income (In Peso) 114,240.00 – 190,400.00	2	4

66,640.00 – 114,240.00	3	6
38,080.00 – 66,640.00	10	20
19,040.00 – 38,080.00	12	24
9,520.00 – 19,040.00	15	30
Less than 9,520.00	8	16

It is shown in table 12, the most numbered combined income bracket ranges from 9,5320.00 to 66,640.00. As classified by NEDA, thesebrackets are classified from low to middle- income classes. This means that the parent's income has been identified as between one up to seven times the poverty line. This means that with the combined income of parents, they can be able to support and provide for the basic needs of their children including the provision of school's needs.

A study signifies that income level and parental assistance have significant and positive relations in teaching children as well as shows that there is a significant and positive correlation between the socioeconomic status of the parents with children's academic performance (Abid, et. Al.,2021).

However, Duncan, et.al. (2017) argued that there is no consistentevidence of increases in the estimated associations between parental income and children's completed schooling.

Number of Children in the Family

In determining the number of children in each family may vary. Yet,the most common opinions of experienced parents, educated parents, and even personal experience of family members, the current number of children in the family will be dependent on the financial capacity and capability of the parents as well as how well they can take care of them.

Table 13 shows the frequency and percentage distribution of the profile of the parents in terms of the number of children in the family.

Table 13 Number of children in the family.

Profile Number of children in the family	Frequency	Percent
5 and above	1	2
3 -4	15	30
1 – 2	33	66
Did not indicate	1	2

As disclosed in the data presented, the majority of the parent respondents have one to two children in the family. In the same way, a good number of parent respondents signified having three to four children. This means that the number of children in the family can be enough to be supported by the economic status of the parents.

However, on the economic aspect, according to Beaujouan, & Solaz (2019), in several developed countries, parents and children's levels of fertility are definitely interrelated. In his article, the intergenerational transmission of family size over the last century, including a focus on this reproduction in large and small families.

Likewise, it was also found that household size is one of the aspects that has a significant impact on

poverty (Muhammad, et.al.,2020).

Device used in Teaching

In the implementation of digital modular distance learning, different technology devices are needed in order to convey information and learning to the learners. Parents are expected to be open to the new trend, especially on the use of different technologies for teaching.

Table 14, presents the frequency and percentage distribution of the available devices used by parents in teaching and learning.

Table 14 Devices used in Teaching

Devices	Parents N = 50	
	f	%
Laptop	39	78
Tablet	7	14
Desktop	9	18
Smartphone	47	94

Based on the result, there are 47 or 94 percent of the parent respondents have smartphones, 39 or 78 percent of the parent respondents have laptops for teaching and learning, 9 or 18 percent have desktops and 7 or 14 percent have tablets. This means that it is very common for the parent respondents to have used smartphones and laptops to teach and learn at home.

With the current trend in the educational system, parents need to embrace that electronic gadgets and technology-based resources are part of and are associated between parents and children (Patrikakou,2016) . It was also found that adolescents have a positive attitude toward using mobile devices for learning (Sung et. al., 2015).

Furthermore, both students and teachers believe that the use of mobile devices in an educational setup can help increase overall achievement, improve student motivation, and create a positive learning environment in schools. Aldulaimi, et.al., (2021).

However, this finding was arguedthat when given to the students without learning tasks, this cannot assure that learning will happen (Radin, 2017).

Connectivity and available internet connection

Connectivity and availability of internet connection are one of the means where digital modular distance learning occurs. Through this means, there are numerous ways in order to be connected or have access. Some of these are through laptops, desktops, mobile phones, tablets, and any ICT devices which can be used to access the Internet.

Table 15 presents the frequency and percentage distribution of the internet connectivity and available internet connection being used for teaching by the parents.

Table 15 Connectivity and available internet connection

Connectivity	Parents N = 50	
	f	%
Internet access		
Yes	50	100
No		
Available internet connection		
Dial – up		
DSL		
Cable TV Modem	1	2
Wireless connection	32	64
Fiber Optic	10	20
Data	7	14

Table 15 indicates that 100 percent of the parent respondents have access to the internet. This is a manifestation that parents have recognized and accepted the reality that accessibility to the internet has become part of the teaching and learning process at home, especially with the use of the digital modular distance learning modality.

Though, results of the findings have shown that in developing countries across the globe especially those that chose online teaching and learning, their government has provided internet connections ranging both rural and urban (Tadesse, & Muluye, 2020).

Currently, internet connectivity and availability of internet connection are equally important to parents as facilitators of learning at home (Reimers, et. al., 2020) and this is of great help in supporting the continuity of learning for students as well as having a positive approach to the advantage of technology, especially in the early years, teaching and learning (Ogegbo, & Aina, 2020).

3.2 Instructional Materials Available in Teaching ECE Learners

This study also looked into the availability of materials used by theteachers in teaching ECE in the following aspects: Linguistic, Logical-Mathematical, Spatial, Musical, Bodily-Kinesthetic Interpersonal, Intrapersonal, and Naturalist. The succeeding pages discuss the data analyses and interpretation.

Linguistic

Linguistic is one of the intelligences that deals with understanding the spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals (Marenus,2020).

Table 16 shows the mean and interpretation distribution of the instructional materials for linguistic that are available in teaching ECE.

Table 16 Instructional materials for linguistic

Instructional Materials	Teacher		Parent	
	Mean	I	Mean	I
Children's books of all kinds	3.15	A	3.30	VA

Magazines for cut out	2.50	A	2.86	A
Alphabet letters of different sizes andshapes	3.05	A	3.06	A
Storytelling area	3.00	A	3.08	A
Drawing implements and paper topractice emergent literacy	2.79	A	3.02	A
Alphabet stamps	2.16	LA	2.42	LA
Dolls that speak different languages	1.60	NA	1.72	NA
Word blocks, magnetic letters	2.15	LA	2.24	LA
Grand Mean	**2.55**	**A**	**2.71**	**A**

Legend: 1.00 – 1.74 Not Available (NA) 2.50 – 3.24 Adequate (A)
1.75 – 2.49 Less Adequate (LA) 3.25 – 4.00 Very Adequate (VA)

It is indicated on the result, that children's books of all kinds are found very adequate as recognized by parents yet for teachers, children'sbooks are found adequate. Aside from this, most of the items are found available for both teachers and parents, such as magazines for cut-outs, alphabet letters of different sizes and shapes, storytelling area and drawing implements, and paper to practice emergent literacy.

The result implies that story books are one of the most common avenues where children are provided with opportunities for introducing future careers of children like engineering for it provides information about certain careers (Ata-Aktürk, Aysun, & Özlen, 2021). Also, different kinds of books, magazines, alphabet letters of different sizes and shapes in the storytelling area, and drawing implements and paper to practice emergent literacy can be beneficial for learning reading as Collier (2019) imply that this can help improve the learners' literary skills, more extensive vocabulary, improve a child's concentration abilities, and develop a higher level of creativity and imagination.

Logical-Mathematical

Just like the other types of intelligence, the qualities of logical-mathematical intelligence can be easily observed in people because these individuals are good at mathematical operations and that recognizing, reasoning, and analyzing problems are easy for them.

Table 17 shows the mean and interpretation distribution of the instructional materials for logical-mathematical that are available in teaching ECE.

Table 17 Instructional materials for logical-mathematical

Instructional Materials	Teacher		Parent	
	Mean	I	Mean	I
Things to count	3.20	A	3.30	VA
Sort and classify (e.g. buttons, coins,rocks, color swatches)	2.60	A	3.02	A
Number blocks of different sizes and shapes	2.50	A	2.57	A
Scale to weigh things	2.10	LA	2.30	A
Measuring tape	2.25	LA	2.80	A
Measuring cups	2.25	LA	2.86	A
Calendars	2.95	A	3.50	VA
Clocks and other time-related material	2.75	A	3.32	VA

Cash register	1.80	LA	1.94	LA
Play computer	1.84	LA	2.44	A
Magnets	2.00	LA	2.16	LA
Lacing	2.05	LA	2.20	LA
Beads	2.39	LA	2.30	LA
Pattern puzzles	2.60	A	2.72	A
Pattern blocks	2.53	A	2.52	A
Abacus	2.74	A	2.00	LA
Grand Mean	**2.41**	**LA**	**2.62**	**A**

It is evident from the data that among the listed instructional materials for logical-mathematical as responded by the teachers has a grand mean of 2.41, which means Less Adequate. This implies that most of these materials are available but less in number. However, as responded by the parents has a grand mean of 2.62 which means adequate.

Since logical-mathematical intelligence, "number smart", is described as the ability to perceive patterns, think logically, make calculations, and solve abstract problems, a person with logical-mathematical intelligence like Albert Einstein who has the capacity to develop mathematical equations, calculations, and solve abstract problems (Marenus, 2020).

However, the usual thought of many is that math provides these capacities. But, when learners are allowed and involved, every matter cansupport the capacity of learners to structure, analyze logically, investigate issues, recognize patterns, question critically, reason deductively, and come to conclusions by integrating information (Cherry,2021).

The findings may imply that provision of appropriate materialsmay support learners' logical mathematical capacity.

Spatial

Spatial is a type of intelligence that includes the ability of an individual to visualize objects and rotate, transform, and manipulate them.Engineers, scientists, architects, and artists are among those that are high in spatial intelligence.

Table 18 shows the mean and interpretation distribution of the instructional materials for spatial that are available in teaching ECE.

Table 18 Instructional materials for spatial

Instructional Materials	Teacher		Parent	
	Mean	I	Mean	I
Pictures of all kinds	3.10	A	3.34	VA
Drawing	3.00	A	3.08	A
Painting and collage (paint, colored chalk, pens, collage materials, paste,play dough etc.);	2.60	A	2.98	A
Tripods	1.95	LA	2.10	LA
Puzzles	2.26	LA	2.70	A
Pegboards	1.68	NA	2.04	LA
Parquetry sets	1.42	NA	1.96	LA

Telescope	1.63	NA	1.78	LA
Microscope	1.90	LA	1.68	NA
Different colored materials to lookthrough	2.00	LA	3.02	A
Maps	2.32	LA	2.28	LA
Geometric shapes	2.32	LA	2.38	LA
Camera	2.21	LA	3.08	A
Grand Mean	**2.19**	**LA**	**2.49**	**LA**

The result shows that among the listed IMs for spatial most of these are indicated less adequate as responded by both the teacher andparent respondents. There are even shown as less adequate from the response of parents but not available from the teachers' response.

As revealed in the result of this study, the availability of the IMs whether or not it is adequate or not becomes a contributor to building the capacity of a child to use patterns of a widespread space as described by Marenus & Durham (2020) , as well as the ability of a child to follow directions their ability to see maps, charts and pictures (Cherry, 2021).

Moreover, even if the listed materials may have less number butthis may help the ability of the child on visual memory for details (Logsdon, 2020) these may drive the child to see things from his or herown imagination and grasp pictures well as well as his or her love for building blocks and solve mazes and puzzles (Lynch,2021).

Musical

Music can be a great teacher and a source of fun for young children. Most of them can learn how to count, how to say the alphabet andhow to articulate certain words with the help of music. Besides, children with auditory learning styles can learn much more efficiently with the helpof music.

Table 19 shows the mean and interpretation distribution of the instructional materials for the musical that are available in teaching ECE.

Table 19 Instructional materials for Musical

Instructional Materials	**Teacher**		**Parent**	
	Mean	**I**	**Mean**	**I**
Percussion instruments	1.53	NA	2.02	LA
Electronic keyboard	1.30	NA	2.42	LA
Drums	1.47	NA	1.68	NA
Auto harp and other stringedinstruments	1.21	NA	2.00	LA
Music to listen to	1.26	NA	1.96	LA
Containers with "mystery sounds	1.58	NA	1.86	LA
Stage for karaoke	1.53	NA	2.36	LA
Everyday materials to create theirown musical instruments (e.g. cardboard tubes, oatmeal box etc.)	1.21	NA	1.78	LA
Grand Mean	**1.39**	**NA**	**2.01**	**LA**

As manifested in the data presented, although, music has been part of the program plan and activities of the teachers, the result shows no evidence of the listed musical instrument being available in the classroom

with the grand mean of 1.39 which means not available. This may be assumed that teachers may use whatever musical forms, whether through recordings from media or YouTube, musical toys, live instruments, or somebody singing its music just to attract children's attention very easily. Another assumption is that teachers may need training and continuing education programs in order to enhance and upgrade music education for young children (Bolduc, and Evrard, 2017).

However, on the result presented in terms of the parent's response,it shows a grand mean of 2.01 which means less adequate. This implies that more or less parents have provided these IMs available for teaching yet, with less number.

It is said that music has the power to reinforce interrelatedness which brings the body and brain to work together as a team (Steinhoff, 2016). Besides, music encourages physical responses like rhythmic movements, dancing, and musical enjoyment in both children and adults (Gudmundsdottir, 2017).

Bodily-kinesthetic

Bodily-kinesthetic is a learning style often denoted as learning through hand and body movements. Individuals with this learning style often learn by doing, exploring, and discovering. A person with this learning style or intelligence has the ability to process information physically through hand and body movement, control, and expression (Logsdon, 2021), can solve problems, express ideas and emotions, and manipulate objects (Michelaki, 2016). It also gives learners the benefit to practice concepts and apply theories in their experiential learning through acquainting them to practice-oriented activities, shared with factual world application as well as encouraging them to verbalize, link, and apply new ideas to existing knowledge, while they are engaged in higher order thinking (Massinger, 2016).

Table 20 shows the mean and interpretation distribution of the instructional materials for bodily-kinesthetic that are available in teaching ECE.

Table 20 Instructional materials for bodily-kinesthetic

Instructional Materials	Teacher		Parent	
	Mean	I	Mean	I
Hands-on manipulatives	2.21	LA	2.66	A
Dry and wet sandboxes with age-	1.84	LA	2.06	LA
appropriate toys				
Building materials	2.05	LA	2.58	A
Water table with cup	1.95	LA	2.30	LA
Pans	2.16	LA	2.56	A
Cans	2.21	LA	2.64	A
Gymnastic equipment	1.53	NA	1.92	LA
Housekeeping toys	1.89	LA	2.76	A
Beam	1.50	NA	1.92	LA
Jump rope	2.26	LA	2.38	LA
Tricycles and other transportation vehicles	1.84	LA	2.36	LA
ballgames				
Clay and mud areas	1.79	LA	2.34	LA
Carpentry equipment and work bench	1.68	NA	2.34	LA

Space to run, jump, and climb on ropes,	2.05	LA	2.90	A
ladders, nets, trees.				
Building materials to create forts and other	1.84	LA	2.46	LA
play spaces				
Containers with mystery tactileexperiences	1.74	NA	2.02	LA
Little doctor's kit	2.26	LA	2.22	LA
Space to dance	2.21	LA	3.08	A
Bean bags	1.95	LA	2.02	LA
Grand Mean	**1.95**	**LA**	**2.40**	**LA**

As shown in the result of the study, most of the listed materials available for kinesthetic learners have less adequate, this means that both parent and teacher respondents have these materials available however it shows in the result that these materials have limited in terms of number. However, it is assumed that teachers may use differentiated materials for activities like rhythmic movements, dancing and musical enjoyment (Gudmundsdottir, 2017), hand and body movement, control, and expression (Logsdon, 2021), and Creative dance as an exclusive form of knowledge (Michelaki, 2016), and any collaborative work and experiential learning for the learners in the absence of other instructional materials.

Interpersonal

Interpersonal individuals are known to be successful in managing their relationships with others. It contains a quick understanding of others' intentions, connecting others' desires, making differences, and any other type of method to social contact with other people.

Table 21 shows the mean and interpretation distribution of the instructional materials for interpersonal that are available in teachingECE.

Table 21 Instructional materials for interpersonal

Instructional Materials	**Teacher**		**Parent**	
	Mean	**I**	**Mean**	**I**
Household furniture	2.21	LA	2.76	A
Dress-up clothes for make-believe	1.89	LA	2.40	LA
Dollhouse, dolls, and stuffed animals ofall kinds	1.95	LA	2.32	LA
Miniature figures for play	2.00	LA	2.20	LA
Puppets and puppet theater	1.89	LA	1.82	LA
Stage for impromptu drama	1.63	NA	1.96	LA
Board games	2.00	LA	2.40	LA
Materials for creating playing at the store	1.58	NA	2.30	LA
Farm	1.63	NA	1.52	NA
Village or other social institutions	1.74	NA	1.70	NA
Parachute	1.26	NA	1.60	NA
Huge ball	1.58	NA	2.16	LA
Tunnels	1.32	NA	2.12	LA

Miniature vehicles	1.68	NA	2.14	LA
Action figures	1.47	NA	1.84	LA
Walkie-talkies	1.37	NA	2.16	LA
Grand Mean	**1.70**	**NA**	**2.09**	**LA**

The data shows that among the listed materials for interpersonal, parents signified availability on almost all the identified materials although these indicate less in number at least the parents have something available for learning. However, in the teachers' response, it is shown that non-availability on almost all of the listed materials.

Based on the findings, it is suggested that amidst the inadequacy of the listed materials developing interpersonal intelligence is about social interaction and understanding the people around us and their motives, emotions, perspectives, and moods (Marenus, 2020, Cherry, 2021, and Logsdon, 2021). This is important in managing relationships,understanding situations, and negotiating conflict (Austin, 2016).

Meanwhile, it is assumed that interpersonal learners are strong at managing relationships, understanding situations, and negotiating conflict (Austin, 2016 and Logsdon, 2021), even in the absence of these materials teachers may use collaborative skills, offer adequately group work opportunities, and utilize direct communications between persons as an instructional tool for learning.

Intrapersonal

People with strong intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and examination, including imagining, exploring relationships with others, and assessing their personal gifts.

Table 22 shows the mean and interpretation distribution of the instructional materials for intrapersonal that are available in teachingECE.

Table 22 Instructional materials for intrapersonal

Instructional Materials	Teacher		Parent	
	Mean	I n	Mean	I n
Private spaces to be alone	1.89	LA	2.76	A
Recorder to record voice	1.63	NA	2.66	A
Mirrors	2.68	A	3.14	A
Sand play with miniature people	1.74	NA	2.02	LA
Objects, houses to create worlds	1.89	LA	2.26	LA
Grand Mean	**1.97**	**LA**	**2.57**	**A**

It is revealed in the result of the data that the instructional materialsintended for intrapersonal are less adequately available, with the grand mean of 1.97 as responded by the teacher respondents. On the other hand, based on the parents' response, it reveals that most of the materials listed are available with a grand mean of 2.57. This means that both the parent and teacher respondents have the provision of materialsfor intrapersonal learners.

Based on the findings, among the listed materials which are reported available according to the response of both teachers and parents,items private spaces to be alone, mirrors, objects, and houses to create worlds support the study of Yaumi, et.al (2018) on the description of persons with intrapersonal intelligence who has the ability to understand oneself, self-motivated and reflective.

Also, the item listed specifically on private spaces to be alone, and mirrors can help build the ability to be mindful of their own feelings, emotional conditions, and motivations, tend to appreciate self-reflection and analysis, explore relationships with others, and assess their personalstrengths (Cherry, 2021).

Naturalist

A naturalist is another type of person's intelligence that takes in how complex an individual is to nature and the world. Naturally, they are interested in growing plants, taking care of animals, or studying animalsor plants.

Table 23 shows the mean and interpretation distribution of the instructional materials for naturalists that are available in teaching ECE.

Table 23 Instructional materials for naturalist

Instructional Materials	Teacher		Parent	
	Mean	I n	Mean	I n
Aquarium	2.42	LA	2.16	LA
Terrarium	2.21	LA	1.74	NA
Class pet	1.53	NA	2.12	LA
Outside garden	2.58	A	2.92	A
Indoor plants	2.79	A	2.80	A
Materials for measuring weather field glasses for bird watching	1.67	NA	1.94	LA
Gardening equipment	2.05	LA	2.86	A
Miniature farms	1.58	NA	2.26	LA
Grand Mean	**2.11**	**LA**	**2.35**	**LA**

It shows on the result of the study, that both the response of the parent and teacher respondents were interpreted as less adequate, which implies that the listed materials are available although in terms of number it shows to be less adequate.

Based on the findings, it confirms that through the available materials for teaching as responded by the teachers and parents naturalist person can be nurtured through outdoor experiences. Additionally, an introduction to the environment both indoor and outdoor can stimulate the naturalist intelligence of children (Winda, et.al. 2020). Moreover, Hasanah, et. al. (2019) also found that through gardening activities naturalist persons can be helped improved.

Summary of the Available Instructional Materials Used byTeachers and Parents in teaching ECE

Table 24 shows the summary of the available materials used by the teacher-respondents in teaching ECE.

Table 24 Summary of the instructional materials available in teaching ECE

Instructional Materials	Teacher		Parent	
	Mean	I	Mean	I
Linguistic	2.55	A	2.71	A
Logical-Mathematical	4.41	LA	2.62	A
Spatial	2.19	LA	2.49	LA
Musical	1.39	LA	2.01	LA
Bodily-Kinesthetic	1.95	NA	2.40	LA
Interpersonal	1.70	LA	2.09	LA
Intrapersonal	1.97	LA	2.57	LA
Naturalist	2.11	LA	2.35	LA
Grand Mean	**2.28**	**LA**	**2.74**	**LA**

As shown in the summary table, the findings revealed that both parents and teachers have responded to having adequate materials for linguistic. They also have responded less adequate materials for musical, bodily-kinesthetic, and naturalist. In some items, it shows that the parents and teachers have different responses like logical-mathematical and intrapersonal, the parents responded to have adequate while the teachers were lessadequate, another is that parents and teachers have different responses on musical and interpersonal, parents responded to have less adequate but the teachers responded to have no available materials for teaching ECE. In summary, parents have shown to have an adequate number of instructional materials for teaching ECE than the teachers.

Since the results of the survey show that among the listed categories, most of the responses of both parents and teachers are less adequate which means, it is assumed that in the new modality of education, parents and teachers may have innovated other materials available for teaching and learning. The findings suggest that aside from the listed materials on specific intelligence, teachers and parents have found benefits, especially in the distance learning modality videos and video clips becomes popular supplementary tools and materials in the teaching and learning process (Burns,2011); utilization of flash cards may also find to be effective or not depending on the specific areas of learning development of the learners (Lin, McDaniel &Miyatsu, 2018). Audio visual devices are being utilized in the classroom which encourages the teaching and learning process lighter, one of the best resources for effective and effective transfer of information (Ashaver, 2013, Davis,2021 & Padhi, 2021).

Manipulative materials can also be of great help for developing learners through varying levels of ability (Jones,2019) as well as these can be very influential in the explanation and justification of meaning using different mathematical processes (Back, 2019). On the other hand, in helping the learners improve concentration abilities, vocabulary and higher levels of creativity and imagination reading is one of the benefits children get from theteachers (Collier, 2019).

3.3 Best Practices in the Utilization of Instructional Materials as Perceived by the Teachers

This section presents the level of best practices in the utilization of instructional materials as perceived by the teachers. The practices are categorized as: Learners' well-being, Preparedness, Methods and Strategies, and Assessment.

Learner's Well Being

One of the schools' approaches to providing attention to theoverall school climate is making sure it caters to the learner's well-being. A safe and caring learning environment that supports positive relationships for and between teachers, parents,and learners.

Table 25 shows the data on this.

Table 25 Learner's well-being

Items	$\bar{x}$	I
The learner is given the necessary instructionalmaterials to be used on the teaching and learning process at home.	3.35	A
The learner is given enough information based on theinstructional materials given.	3.30	A
The learner is given enough support and guidance in theutilization of the instructional materials.	3.30	A
The learner is given clear directions on the utilization of theinstructional materials.	3.45	A
The learner is safe and secure while learning amidst thepresent situation brought by the pandemic.	3.45	A
Grand Mean	**3.37**	**A**

Legend: 1.00 – 1.74 if the identified practice is never done at all (N)
1.75 – 2.49 if the identified practice is seldom done (Se)
2.50 – 3.24 if the identified practice is sometimes done (So)
3.25 – 4.00 if the identified practice is done all the time (A)

Instructional materials are one of the significant tools for teachers' and students' performance (Tety, 2016) because students who are beingtaught with instructional materials have remarkable academic performance as well as leading the teaching and learning more stimulating, contextualized, accurate and attractive and allow the teachers and learners to be lively engaged in the learning sessions and offer learners the benefit of exercising concepts and ideas to demonstrate specific level understanding (Writer, 2020).

The result of the study shows a grand mean of 3.37 which means the identified practice is done all the time. Therefore, though the utilized instructional materials offer diverse probable ways to learners' learning, teachers should continue doing innovations of what is being practiced in order to sustain best practices.

Preparedness

In the context of the Covid-19 pandemic, a new set of protocols and responsibilities expected for teachers are needed. Teachers' preparedness in providing necessary information and tools to address the immediate challenges in order to ensure children's education will be given priority.

The result is manifested in Table 26.

Table 26 Preparedness.

Items	x̄	I
I get enough training and workshop to help me equip myself with the new modality.	2.95	So
I get enough support from the school in the process ofutilizing the instructional materials	3.10	So
I am properly directed in the preparation of theinstructional materials.	3.35	A
I am provided with the necessary instructional materials tobe used in the new modality	3.10	So
I can easily access to technology (internetconnectivity) in the preparation of the different instructional materials.	3.05	So
Grand Mean	**3.11**	**So**

Hamilton, Kaufman, and Diliberti (2020) found that with the abrupt switch of education to distance learning, teachers need to have a quickchange of instruction and provision of varied supports.

The redesigned setup has a great impact on the learning and teaching method which affect both the teachers and the learners (Kumar,et al., 2021). This confirms the result of this study that, in terms of teachers' preparedness for the use of instructional materials, the result shows that most of the identified practices are found to be sometimes done with the grand mean of 3.11. It shows that one of the concerns is on capacitating the teachers on the new modality such as lack of training on module making, lack of available modules, lack of access to meeting the standards on the learning capacity of the learners, supervision of learners'attention and attentiveness to learn, (Bhamani, et.al., 2020, & Mañalac, 2021) and teachers have lack structured content, interactivity, motivation, social and cognitive presence (Ferri, et.al, 2020).

Therefore, based on the result, it is suggested to incorporateinteractive learning technologies for teachers and the school to keep on track and provide opportunities for teachers to have retraining for professional growth and development (Bhamani, et.al., 2020) in order forthem to be academically and professionally prepared to impart better education to the learners.

Methods and Strategies

Teachers' varied methodology and strategies in the teaching and learning process matter especially in the implementation of the new modality for education.

The findings are presented in Table 27

Table 27 Methods and strategies.

Items	$\bar{x}$	I
I have available devises (such as computer, laptop, or smartphone) to be used during theutilization of instructional materials.	3.35	A
I have given proper orientation to parents in terms of strategies on utilizing the instructionalmaterials at home.	3.20	So
I have established regular communication systemto inform parents on the utilization of the instructional materials at home.	3.25	A
I can easily access to technology (internetconnectivity) in communicating both parents and learners on the process of utilizing theinstructional materials at home.	3.10	So
I always make sure that strategies used in the instructional materials are varied to keep learnersto be motivated and engaged to do their school work even at home.	3.45	A
Grand Mean	**3.27**	**A**

Distance learning is one of the learning modalities used in many schools, utilization of videos (pre-recorded) on asynchronous lectures empowers learners to grow and develop at their own leap because they have all the time to watch the videos at any time over and over again. In addition, it helps learners to organize and manage their tasks and it was also found to be effective in directing issues on low slow internet connection (Lapitan, et.al, 2021).

As disclosed in the result, teachers' partnership with parents offers a valuable chance for every institution in carrying out parents in the educational development; increased parents' involvement has greater contribution to the learners' success and this would boost satisfaction for both parents and teachers as well as the improvement of the school environment (Durisic, & Bunijevac, 2017).

Although the grand mean of the study would reveal thatthe identified practice is done all the time, this may also imply that the strategies used by teachers like the utilization of downloaded and pre-recorded videos may help the learners to organize and manage their tasks in directing issues on slow internet connection (Lapitan, et.al. (2021) as well as providing education to parents especially in helping them understand the importance of partnership which may help increase parents' involvement contributes to the learner's success and improvement of the school environment (Durisic, & Bunijevac,2017). Directing them to the utilization of technology and media with their children can strengthen

the use of technology and media to reinforce the learning continuity between school and home (Patrikakou, 2016) .

Assessment

Assessment is one of tools teachers and parents used to make judgments on the learners' achievement against goals and standards.

Table 28 shows the mean and interpretation distribution of the best practices in the utilization of instructional materials as responded by the teachers in terms of assessment.

Table 28 Assessment

Items	$\bar{x}$	I
I have prepared specific rubrics and criteria for assessing the content of the instructional materials.	3.35	A
I have prepared specific assessment tools for parents and teachers in assessing the utilization of the instructional materials.	3.35	A
I have given orientation to parents on how toassess the instructional materials at home.	3.30	A
I used different strategies like media and printed materials in assessing the utilization of instructional materials used.	3.35	A
Grand Mean	**3.40**	**A**

Instructional materials can be measured to not either be partly or completely separated from the instruction and education procedure. In order to reach a meaningful educational program, instructional materials must be given importance. (Awolaju, 2016& Shukla, 2020).

During the pandemic, schools and teachers have developed and utilized different instructional materials to be used as means for continuing the education of learners even at home. There are schools that utilized modules and other printed materials including pre-recorded and downloaded videos, books, and magazines to enhance learning, and there are those preferred to use online learning where all intended materials to be used for learning are embedded online through the use of google classroom, google meet, Schoology, and Facebook group or page.

The most common method used is the formative assessmentwhich can be administered through online platforms as well as directly by phone where teachers can give feedback to the student in actual time. As wellas using rubrics to help teachers give accurate feedback to students by performance tasks, activities, and quizzes, and parents are given electronic or printed assessments with specific guidance on how to communicate the results of formative assessment by teachers, especiallyfor young learners (Miller, 2020). Even though teachers have done all stipulated best practices all the time, it is still suggested that with the partnership of school administrators and teachers, they may consider evaluation of best practices done for the purpose of innovation to come up with the appropriate tools for every context and set up as well as needs appropriateness ofparents and learners.

Summary on the Level of Best Practices in the Utilization of Instructional Materials as Perceived by the teacher-respondents

Table 29 shows the summary of the Level of Best Practices in the Utilization of instructional materials as Perceived by the teacher-respondents.

Table 29 Summary of the Level of Best Practices in the Utilization ofInstructional Materials as Perceived by the Teacher- Respondents

Instructional Materials	Teacher	
	$\bar{x}$	I
Learner's Well–Being	3.37	A
Preparedness	3.11	SO
Methods and strategies	3.27	A

Assessment	3.40	A

It is shown in the result that majority of the items specifically on learner's wellbeing, methods, strategies, and assessment were perceived by the teachers to have been practiced. This means that during the pandemic, teachers have shown best practices in the utilization of IMs especially in looking at the well-being of the learners, in terms of the strategies and methodologies used in teaching and in giving assessments to the learners as well as keeping parents in touch and be part of the utilization of IMs.

Since it is found that technology has become part of the preparation of IMs, it is suggested that teachers and parents will have to be given orientation on the appropriate application of technology, in order that learners can understand easily and accomplish their tasks with less difficulties (Chuks, & Nebechi, (2016); through technology, this becomes the avenue for providing activelearning activities as well as a practical approach for active learner's engagement to learning (Ahshan, 2021).

Furthermore, teachers' character affects the availability and utilization of IMs, and a child who was taught with IMs is performing better as well as the understanding of concepts of students and directed to increase academic success (Akpan & Onoh, 2017). In like manner, teachers may consider modifications on the subject contents, allotted time, and delivery methods so as not to cause learners to be overloaded as well as cause a great impact on academic accuracy and students' learning assessment (Hain, 2020). Also, for younger learners, parents wanted to make sure that their children have provided with a one-on-one learning experience (Dlamini, & Dunn (2021), so, it is further suggested that parents may be given specific guidance on directing themin the utilization of IMs, for instance, the use of technology and mediahas strengthened the learning continuity between the school and home (Patrikakou, 2016) and in providing directions on guiding learners tochoose appropriate learning approaches as well designing effective instructional strategies to improve the assessment's reliability and validity (Nkhoma, et.al., 2020)

The increase in parents' involvement has a greater contribution to the learners' success. Consequently, this would boost satisfaction for both parents and teachers as well as the improvement of the school environment (Durisic, & Bunijevac, 2017) as well as helping much in preparing children's future (Garbe, et.al.,2020).

Relationship Between the Profile of The Teacher Respondents and the Level of Their Best Practices in The Utilization of Instructional Materials

In identifying the existing relationship between the profile of teacher- respondents and the level of their best practices in utilization of instructional materials, Pearson's Product-Moment Coefficient of Correlation (Pearson's r) is used.

Table 30 shows that there when the teachers were grouped according to their type of school and age, there is a high relationship andthey are significant at1% level of significance. This has led to the decision to reject H01 which means that there is a significant relationship between the profile of teacher-respondents and the level of their best practices in utilization of IMs when they are grouped according to their type of school and age.

Table 30 Correlations Between the Profile of Teacher-Respondents and the Level of their Best Practices in Utilization of Instructional Materials.

Profile	Best Practices		Decision
	r	*p*	

Type of School	-0.714**	0.000	Reject H01
Gender	-0.281	0.230	AcceptHa1
Age	-0.588**	0.006	Reject H01
Highest Educational Attainment	-0.187	0.430	AcceptHa1
Number of Years	-0.217	0.358	AcceptHa1

**α = 0.01, N = 20

This signifies that a person in middle adulthood has embraced a balance of strengths and weaknesses, associating past and future life phases and bringing together generations Hence, teachers who reached the age of middle adulthood are expected to have embraced the teaching vocation and have gained enough experiences, especially in the delivery of the instruction (Infurna, et al. 2020).

But when the teachers were grouped according to their gender, highest educational attainment, and number of years, there is a small relationship but they are not significant at a 5% level of significance. The decision is to accept H01 which means that there is no significant relationship between the profile of teacher-respondents and the level of their best practices in the utilization of instructional materials when they are grouped according to their gender, highest educational attainment, and the number of years.

Generally, past research has shown a compound, less unspoken relationship between teacher educational attainment and student outcomes that may vary by such factors as level of schooling and academic subject (Horn, A & Tae Jang, S.2017). Teachers remain in their job not because of their level of education or the compensation they earned. But, it was found that both beginners and experienced teachers need time for deliberation and reflection on professional identity issues (Want, et.al.,2018)

Difference Between the Teachers and Parents on the Availability of Instructional Materials in Teaching Early Childhood Learners

Table 31 shows the computed *t*-value between the teachers and parents on the availability of instructional materials in teaching early childhood learners.

It further shows that the computed *t*-value is 3.698 and its *p*-value is 0.000 which is lower than the 0.01 level of significance indicating that it is significant. Hence, the null hypothesis (H02) is rejected. This means that there is a significant difference between the teachers and parents regarding the availability of IMs in teaching EC learners.

Table 31 Significant Difference between the teachers' and parents' responses on theavailability of the instructional materials in teaching early childhood learners.

Variables	**Mean**	***I***	***t***	***p* (2tailed)**	**Decision**
Teachers	2.09	Less Adequate	3.698**	0.000	Reject
Parents	2.39	Less Adequate			H02

** = 0.01

This confirms the findings on the availability of the Instructional materials in teaching ECE as responded

by both parents and teachers that teachers have found to have less adequate materials for teaching ECE than parents. It is therefore assumed that aside from the IMs provided by the teachers for teaching ECE, parents have available IMs for teaching at home. It is further assumed that most parents canprovide additional IMs apart from what is being provided by the teachers.In order to make sure that education will continue amidst the pandemic, learning materials are placed into order to make sure every learner's need to learn will be catered to with the parents as partners inteaching, thus, Alicamen, & Abadiano, (2020) found that parents'resiliency in new normal teaching brings- to-light that parents are takingthe role of the teacher and have easily adjusted to convey the learninggap developed amidst the trying times (Bhamani, et.al., 2020).Therefore, parents' ability to cope with the new setup in education iscontributory to the continuity of education midst of the crisis brought by the pandemic.

3.4 Challenges Encountered by the Teachers and Parents in the Digital Modular Distance Learning of the Early Childhood Learners

The researcher conducted a series of informal interviews to 8 teacher participants and 10 parent participants from both the public and private schools in Midsayap, Cotabato. The interview was made through in-person group and individual interview. With the permission of theparticipants, the interview was recorded for proper coding and transcription for better understanding of the ideas gathered.

3.4.1Teachers

The following themes were formulated based on the responses of the teacher participants: Flexibility Struggle, Time Management, Internet Accessibility, Computer Literacy, and Communication Barriers.

Theme 1 – Flexibility Struggle

The new learning modality has led most teachers to a great challenge, especially that most of the schools, colleges, and universities that offer early childhood education were not used to digital modular distance learning, hence difficulty and struggle came along the way. These are some of their responses:

Teacher 1 shared:

"The new implemented modality of our education system nowadays for us teachers is very challenging siya. Kasi sobrang dami ng ginagawanaming." (The new implemented modality of our education system nowadays for us teachers is very challenging because we have so many works to do.)

Teacher 2 also shared:

" Medyo stressful din po kasi we prepare two sets of curriculum packages - module and tawag sa ibang school, teaching guide for the parents and assessment package for pupils". (It is quite stressful also because we prepare two sets of curriculum packages- it is called a module in other schools, a teaching guide forthe parents, and an assessment package for the pupils).

Teacher 3 added:

"*Challenging siya in the sense na kailangan mo talaga mag prepare every night. Kagaya ng higher grades, madami din kami kailangan gawin. Normally 2 to 3 activities per subject na binibigay naming sa mga bata*" (It is challengingin the sense that you need to prepare every night. Like in the higher grades, we also have more things to do. Basically, we give 2 to 3 activities per subject to our learners."

It is evident from the above responses that teacher-participantshave experienced difficulty in the implementation of digital modular distance learning. Nevertheless, with the new normal setup, they are expected to adapt to the new context of education if they want to be effective in the delivery of instruction.

Theme 2 – Time Management

Teachers amidst the implementation of the new learning modality require them to have time management.

Before the pandemic came, teachers need to prepare all the things needed for the day, however, during the pandemic education, teachers need to have more than enoughtime just to cope with all the needed materials needed for the week. Hereare some of the participants' responses:

Teacher 4 confessed by saying:

" *Very challenging kasi sobrang dami naming ginagawa halos pati yung love life naming nakakalimtan na namin, kahit kahit gabi nagtatrabaho ka pa rin kasi kulang ang time sa araw*". (It is very challenging because of somanythings we do to the point that we forgot our love life, even during the night we need to work because the time duringthe day is not enough".

Teacher 5 firmly said:

"Stressful siya kasi madami kaming dapatiprepare dahil we need to exert effort kay wehave 8 preparations to the point that we need toexert much effort in preparing curriculum packages kung tawagin sa DepEd ay module". (It is stressful because we have so many things to prepare, need to exert effort because we have 8preparations to the point that we need to give more effort in the preparation of curriculum packages which is termed in DepEd as module".)

With the responses above, it is revealed that the teacher-participants were bombarded with necessary things to prepare and do. Thus, they need to exert extra effort just to cope with all the required responsibilities entrusted to them. This is a clear manifestation that the new normal teachers should have the capacity to manage their time in order to maintain efficiency in teaching.

Theme 3 – Internet Accessibility

In the implementation of Digital Modular Distance Learning, internet connection and accessibility are one of the teachers' necessities.There are several aspects of teaching and learning where internet accessibility and connectivity are most needed. Here are the responses ofsome participants on technical issues.

Teacher 1 said:

"One of the challenges we encountered especially in the delivery of the lessons is yung unstable internet connection because we are uploading our learning materials sa google classroom po, but then sometimes kung mag upload na kami we found it hard or difficult because of the slow internet connection". (One of the challenges we encountered especially in the delivery of the lessons is having an unstableinternet connection because we are uploading our learning materials in the google classroom, yet there are times when it is difficult whenuploading because of slow internet connection).

Teacher 5 also added:

" isa din sa mga problems naming as teachers kasisometimes during our synchronous classes hindi makapagparticipate ang mga bata dahil mahina yung internet connection. Naawarin kami sa mga bata dahil excited sila to see their classmates but then the internet connection is hindi nakikisama". (it is also one of our problems teachers because during our synchronous classes, our pupils cannot participate because of the slow internet connection. We sympathized with our kids because of their excitement to see their classmates yet the internet connection is uncooperative).

When the internet connection failed, all the activities and works that involved it would also fail. The sentiments of the teacher- participants clearly show difficulty in terms of the delivery of the lessons due to poor or slow internet connection. However, teachers have to accept that there are times when internet connectivity in the Philippines is not all the time stable, therefore they need to find ways to adjust and still do their best for the learners' continuous learning.

Theme 4 – Computer Literacy

With the presence of the pandemic, ICT holds a broader space of information that teachers in particular

are required where digital modular distance learning is one of the modalities for learning. In the interview conducted with the teacher participants, some expressed their limited knowledge about the computer and its operations. They shared:

Teacher 2 in honest expression:

"Ako nahirapan ng kunti sa paggamit ng technology sa pag deliver ng lessons and instructions, kasi sa totoo lng kunti lng yung alam ko sa pag manipula ng computer kolalong lalo na sa paggawa ng curriculum packages". (Ifind a little difficulty in using technology in the delivery of the lessons and instructions because honestly I only have limited knowledge in manipulating the computer, especially in making the curriculum packages).

Teacher 4 added:

" *I have also encountered problems on how to make the videos creative and interactively be presented to the learners."*

Teacher 5 confirmed the previous statement:

"*Struggle jud namo mga teachers to make our PowerPoint and videos creative so that they can catch the attention of the pupils".* (It is a struggle among us teachers especially in making our PowerPoints and videos creative so that they cancatch the attention of the pupils).

Teacher 6 truthful in the statement made:

" Lisod sa akoa part mag go with the flow labina Sa paggamit sa computer kay para sa akoa dili ko techy nga tao. Naglisod ko unsaon nako pagmanipulate sa mga apps sa computer na magamit paghimo sa lesson aron mahimong interactive along lesson". (It is difficult on my part to go with the flow, especially in using the computerbecause I am not a techy person. I have difficulty how manipulating the computer apps which I can use in making my lesson interactive).

Based on the real context shared by the teacher respondents, it cannot be denied that there are teachers who are not knowledgeable enough in manipulating the computer specifically on the appropriate apps to be applied. However, the little knowledge to be constantly practiced and used may bring them to a broader understanding and wider scope of information.

Theme 5 – Communication Barriers

Communication barriers may have a significant influence on individuals' personal and professional lives. This is mostly manifest especially that people around the world are facing social distancing restrictions. Once we are limited to communicating using digital technologies, remote work, and others, communication barriers may haveaeven bigger effect. This is signified by the response of the teacher respondents during the interview.

Teacher 3 said:

" I have encountered problem on how to convey the lessons to the pupils through their parents. Kasi minsan yung instructions na gusto naming iparating medyo hindi nakukuha ng parents". (I have encountered a problem with how to convey the lessons to the pupils through their parents. Sometimes, the instructions that you want to carry might not be taken correctly by the parents).

Teacher 2 confirmed the statement of teacher 3:

"I agree with teacher 3, lalo na sa preschool,lisod jud sya ky bisag naa na mi guides for parents ginahatag lisod gihapon ipaabot sa parents kung unsa ba tong imong gusto na mahitabo nga buhaton sa mga bata". (I agree with teacher 3, it is still difficult that even if we provided guides for parents, we still find it hard especially on conveying those things you want to happen that will be worked by the learners especially in the preschool level).

Teacher 7 also added:

*Sa akoa bilang kindergarten teacher, lisod kaayoang pag implement sa bag o na modality kay usahay kanang dili dayun ma contact ang mga parents labina kung naa mi ihatag na instructionsa module, pagbalik nila wala ghapon nahimo".*Maski I contact sila sa group chat dili pud moreply ang uban. (As a kindergarten teacher, I had difficulty in the newly implemented modality because parents are hard to connect with especially when we are giving instructions on the module, these are not followed and done. Whenever they will be communicated through our group chat, some would not reply).

The responses above are shreds of evidence that teachers have experienced communication barriers specifically when it often happens inthe absence of physical contact thus, remote, digital, and technologies are the only way to reach them out. Yet, the sentiments of the teacherrespondents clearly emphasize the importance of communication in order to have a meaningful transfer of knowledge and learning to the learnersthrough their parents.

Dealing with the unforeseen challenges caused by the COVID-19 pandemic has taken a significant toll on people all across the world (Cohut, et.al, 2020). School closure brings difficulties for students,teachers, and parents. With this, the educational institution's design strategies to recover lost learning, and return students to school when schools reopen (Tadesse, & Muluye, 2020). In an intention to adjust to thecrisis and with the precaution that classes will remain to be continued to students, there are a lot of options laid (Malipot, 2021). Still, education must go on despite the barriers.

Teachers have faced various developmental milestones and challenges, especially those who are in Middle Ages. (Infurna, et.al., 2020). Moreover, teachers found difficulty in delivering, collecting, monitoring learners' performance and in checking and evaluating, and providing feedback on their performances as well as problems with time management, establishing innovations in teaching strategies and methodologies, and more importantly in adjusting to the new trend in education on how to be flexible, provide alternative plans, be patient, and to be confident in equipping oneself through essential skills to cope with these challenges being faced today (Castroverde & Acala, 2021).

In the study by Hero (2020), he found that teachers have acceptedthe views and values of ICT integration in teaching. Yet, found to have demanding additional resources like access to technology and students' devices, teachers' training, and methods of motivating students in addressing their hands-on learning opportunities (Hamilton, et.al.,2020). Likewise, digital technology permits the continuousness of public relationships and promotes the spreading of information in relation to the pandemic while upholding a safe environment for all in society (Toquero & Talidong, 2020). In addition, it helps learners to organize and manage their tasks and it was also found to be effective in directing issues on slowinternet connection (Lapitan, et.al, 2021). However, teachers have understood and have a positive mindset that technology is of advantage especially in the ECE and in teaching and learning in the early years (Ogegbo, & Aina, 2020).

In this context, one of the concerns is on capacitating the teachers on the new modality like lack of training on module making, lackof access to meeting the standards on the learning capacity of the learners, and the assessment of learning are the primary concerns of the teachers. Another is the supervision of learners' attention and attentiveness to learn and the assessment of learners' capacity to understand and answerthe modules considering not all parents have the capacity to monitor their own children ((Bhamani, et.al., 2021). In the same manner, when learners experience a lack of parental involvement and support in the learning process children at home may not be helped in mastering and taking their part in finishing assignments and tests provided by the teacher (Lase, et.al., 2020).

Finally, as claimed by the teacher participants, the challenges theyencountered had become an eye opener in embracing the new educational system brought by the pandemic. It is mandatory for the school administration and other stakeholders in the education sector to keep in touch with the new modality and will be directly involved in providing the quality education for young children they deserved.

3.4.2 Parents

The themes were formulated based on the responses of the parent participants includes adaptability struggle, time management, and pedagogical methodology.

Theme 1 – Adaptability Struggle

The quick change from normal schooling to learning from home increases questions about the readiness of parents in carrying out the teaching and learning process effectively, especially at the early childhood education level. With this, They encounter problems and battle along the way. The following are some of their responses:

Parent 1 shared sentiments:

" Lisod kaayo ang kinabuhi labi na sapagpanginabuhi pangita ug suporta sa mga bata ug paghatag sa ilang panginahanglanon. Tapos halos wala na ko time magtudlo sa akong anak". (life is very difficult especially in findingmeans for a living to support and give the needs of my kids to the point that I almost have no time forteaching my child).

Parent 3 also shared:

" Nalisdan ko ug adjust ky wala ko ideya unsaon pagtudlo sa akong anak labina ky dili ko maestra.Gahi kaayo tudluan ky dili maminaw sa akoa, di pud ko kabalo unsaonna maminaw siya". (I find it difficult to adjustbecause I have no idea on how to teach my child especially that I am not a teacher. Thus, my child refuses to listen and I do not know how to keep my child listening).

Parent 4 also shares similar sentiment to parent 3:

"Karon pandemic, lisod jud kaayo, kay isip ginikanan ikaw na ang mahimo nilang maestra ug maestro sa panahon karon. Unya dili man mi maestra lisod jud kaayo". (It is really difficult especially in this time of pandemic, as parent I became the teacher and I find it hard because Iam not a teacher).

The above sentiment shared by the parent participants clearly emphasized their difficulty in adjusting to the new setup of their children'seducation. Yet, parents need to adjust and face the reality that they need to be part of the teaching and learning processes.

Theme 2 – Time Management

Parents who are used to the traditional education system may find difficulty in adjusting to more responsibilities to take specifically workingfor a living, taking part in most of the household chores and the responsibility of teaching their children may find life so complicated.

Parent 2 share:

"Perting lisuda ug arang kapuya ky aside sa daghan ka ug trabaho sa balay magtudlo pa sa mga anak". (It is very difficult in the sense that aside from various work at home you still need to teach your children).

Parent 1 added:

"Lisod pud ang pagbahin sa akong panahon ug oras ky ang akong anak na grade 1 kinahanglan jud gahinan ug oras unya naa pa ka trabaho sa balay". (It is also difficult to divide my time both for my grade 1 child who need to be given attention and my time for the household chores).

Parent 3 also shared a similar experience to parent 1:

" Lisod kaayo pagbudget sa time para sa module sa anak ug uban pang mga buluhaton sa pamilya ug sa among trabaho sa opisina". (It is really difficult to budget my time for my child's module, work for the family and my work in the office).

The above-mentioned experiences of the parent respondents are a manifestation that like teachers and other people, parents also have struggled in managing their time just to take all the responsibilities to be done. But these experiences may teach parents to have self-motivationin order to be motivated to do each duty.

Theme 3 – Pedagogical Methodology

A pedagogical methodology is a set of processes that any educator can develop in order to help all learners to learn. During this time of Covid 19, parents had become educators of their own children. They became partners of the teachers in the delivery of the lesson. Thus, they experienced a lot of difficulties, especially in the implementation of digital modular distance learning. The following are the experiences shared by the parent respondents:

Parent 6 said:

" Lisod sya kay lahi man gud ng mga bata mag atubang ug teacher kay wala pud mi kabalo unsay dapat ipa answer sa mga bata kay d man gud mi teacher mam. mao lisod kaayounsaon pagtudlo" (itis difficult in the sense that children are different in the presence of a teacher and as parents we do not know what to do and what answer would be given sinceI am not a teacher).

Parent 7 also said:

"Isip amahan, galisod jud ko kay kabalo baya ka mam wala koy natapos ug wala gyud ko kagraduate sa college. Tapos maglisod ko pangita unsa ipaanswer sa akong anak sa iyang module". Usahay pa ang modules na gihatag dili klaro, usahay kulang pa (As a father, I have difficulty because as you know I have not graduated in college. Then, it's hard forme to look for answers tobe given to my child 's module. There were also times when the printed modules are not clear and lack some pages).

Parent 8 shared another experience:

" Lisod jud siya mam unsaon pagtudlo ky di gid siya kapaspas mosulat, d pa ka follow ug lines nga bang proper bala mam. Tapos d pa kabalo, labina sa math". (It is hard ma'am how can I teach my child to follow proper lines in writing because my child is slow in writing. Then my child also has difficulty in math).

Parent 9 added:

*"Sa akong kabahin naa jud pud kalisdanan labina sa writing ug reading mam. Labina ang pagsound out sa mga letters sa alphabet Kay dili ko kabalo unsaon pagtudlo, mao jud na akong struggle mam Isa pa, problema nako kay kulang ug motivation akong anak na motrabaho sa mga activities samodule. Plus, dili magpuyo kung nagalesson na kamo". (*I amexperiencing trying times especially in reading and writing ma'am especially on the different sounds of the letters of the alphabet. Thisis because I do not know how to teach that iswhy it is a struggle on my part. One more thing, my child lacks motivation to work on the activities in the module and my child is restless when we are having ourlesson).

Parent 10 testify:

" Perti gid kalisod mam ky bug at bug at na responsibility kayako na ang magtudlo sa akon ngaanak. Tapos kung mag explain ko, d ko bal an kung naintindihan nya ang akon ginaexplain. Taposnabudlayan gid ko kay indi bay ko teacher mam malisdan bala ko i-explain sa iyaha nga step by step gid mam. Makastress gid siya mam". (It is really hard due tothe heavy responsibilities since I will be teaching my child. Then when I am explaining to my child, I am a bit unsure if I have explained right and I find it hard

especially in doing a step-by-step explanation because I am not a teacher ma'am).

Parents have shared different feelings about the new setup of educating young children, especially at the early childhood educationlevel. They have faced varied challenges, yet, as they quest for brighter and more meaningful learning experiences of their children for their children, they need support to cope with the challenges faced. Literacy of the different pedagogical methodologies is a great factor in helping parents cope with the different challenges they are facing in the implementation of the new learning modality.

Like many other people around the globe who are affected by the pandemic, parents have also encountered countless challenges especially in switching the learning mode of learning to a virtual setup. They became learning representatives or managers at home (Daniela, et.al., 2021).; helped their children during the crisis in the manner of monitoring their children's attention to classes and in understanding their tasks (Ribeiro, et.al., 2021); providing emotional and learning support to their children (OECD Policy Responses to Coronavirus, 2020). Thus,they have appreciated more support from teachers to help them understand how to support their children in the learning process (Daniela, et.al., 2021).

Parents who became the teachers at home especially on thenewly implemented learning modality, though challenged on how to balance their role as parents and teachers, however, opted to educate their children at home just to ensure their children will still have access to a high-quality form of education. Besides, they also wanted to make sure that their children have provided with a one-on-one learning experience (Dlamini, & Dunn (2021) as well as giving much concern and effort to be involved in the learners' learning activities although some may be limited with the level of involvement because of their social and educational backgrounds (Nkosi, & Adebayo, 2021).

In conclusion, as appealed by the parent participants, these challenges they faced may serve as their self-motivation in embracing the reality that in one way or another, they are part of not just providing for their children's needs but most importantly providing quality education as well. Moreover, teachers and administrators keep parents well-informed and directly involved in keeping the quality education that young children really deserve. To keep them informed and guided on the utilization of different IMs; providing appropriate direction on effective instructional strategies for appropriate learning and increasing parents'involvement may have a greater contribution to the learner's success as well as increase parents' satisfaction in helping young learners to be prepared for the future.

Implications

The findings of this study have some beneficial implications for the different stakeholders in the field of Early childhood education:

To the Department of Education, the findings will guide policymakers in strengthening the quality of ECE through the provision of relevant IMs by allocating in their budget planning appropriation for IMs must be given weight if total development growth of learners is desired.

To School Administrators. Time and again, School Administrators are guided that provision of IMs is a necessity. Policy redirection then must focus on the provision of quality IMs for learners' lifelong learning and for the delivery of quality instructions. it is indeed that the result of this study may help school administrators ensure that teachers will be equipped with the necessary training for the new modalityin education. Provision of essential IMs for teachers will also be ensured.

For the ECE teachers, from their experiences and problems encountered in the delivery of instruction which was temporarily transferred to the homes of the learners together with their parents, the findings

will give the idea that collaboration in the education of the children is a partner, hence, parents need to realize that giving time to their children in assisting in their studies will contribute to facilitating learning. Teachers, therefore, have to give time to parents in seminars to orient them on how to use IMs. In this way, teachers will feel confident that what they are doing is in line with the competencies required for ECE.

To the parents, this will give them the feeling of responsibility and commitment as a partner of the school in educating their children. Probably, they may also allocate a budget to acquire materials needed for their children when learning at home. They may have them realized that the education of their children is not the sole responsibility of the school and that school-teacher-parent collaboration is of great importance.

To other stakeholders, the findings of this study are of great value to them. IMs and their utilization are a great contributing factor to the education of children, especially in Basic education. Providing learners with the relevant IMs will surely produce quality education.

4. OUTPUT OF THE STUD

Action Plan

Areas of Concern (Goals) *(What needs to be done?)*	**Desired Outcomes** *(What shouldbe done?)*	**Strategies** *(How should itbe done?)*	**Person/s Responsible** *(Who shoulddo it?)*	**Budget** *(How muchwill it cost?)*	**Source Of Budget** *(Where is the source of budget?)*	**Timeline** *When should be done?)*	**Expected Outcome** *(How do we know we are succeeding?)*	**Actual Accomplishment** *(What is done?)*	**Remarks** *(What more should be done?)*
Focus: Operational Management and Administration									
Sustainable plan for a well-functioning digital modular distance learning program in all schools.	Create a sustainable plan to maintain a well-functioning digital modular distance learning program in allschools.	Conducting series of information drive programs Conducting school-based coaching and training program Conduct meetings and conferences with the		Registrationfee to coverthe cost of training and other necessarysupplies and materials for the training worksho p	School's budget or MOOE	At the beginning of the school year	A well-provided information drive and relevant training programs will keep the sustainable program functional.		

		stakeholders							
Establish a clear policy and guidelines on the alignment of the education program and standard	Establish a clear policy toalign with the policy and guidelines on the education program standard.	Conducting series of orientation Programs Provide information drive programs through PTA assembly, homeroom classroom and teacher conference		Registration fee to cover the cost of training and other necessary supplies and materials for the training workshop	School's budget or MOOE	At the beginning of the School year or once in every quarter	A continuing orientation program on the implementation of policy and guidelines will guide stakeholders on the different education program standard		
All schools are able to address home access to ensure digital resources are available to all teachers, parents, and learners.	Create an effective system to access available instructional resources to all teachers and parents	Conducting series of orientation programs (PTA assembly, homeroom classroom andteacher conference) Provide school-based training for the utilization of Instructional	School administrators Principal Computer expert ICT expert	Registrationfee to cover the cost of training and other necessarysupplies and materials for the training workshop	School's budget or MOOE	At the beginningof the school year	The provision of the regular orientation program and school-based training will help teachers and parents to have an access to all instructional resources.		

		resources.							
Sustainable funds for the delivery of digital modular learning and teaching aligned to the education curriculum standards	Establish funds for maintaining a well-functioning digital modular distance learning and teaching are aligned with the education curriculum standards.	Do a collaborative effort with the Finance Department and curriculum committee to determine the needs and determine its cost Provision of financial allocation for digital modular distance teachingand learning during the budget making.	School administrators finance department Curriculum Committee	The financial cost of the learning materials needed for the digital modular distance learning program.	School's budget or MOOE	At the beginning of the school year	Better financial support for the digital modular distance teaching and learning program of the school will lead to a sustainable life-long program for the school.		
Areas of Concern (Goals) *(What needs to be done?)*	**Desired Outcomes** *(What shouldbe done?)*	**Strategies** *(How should itbe done?)*	**Person/s Responsible** *(Who should do it?)*	**Budget** *(How much will it cost?)*	**Source Of Budget** *(Where is the source of budget?)*	**Timeline** *When should be done?)*	**Expected Outcome** *(How do we know we are succeeding?)*	**Actual Accomplishment** *(What is done?)*	**Remarks** *(What more should be done ?)*
Focus: Professional Enrichment and Development									
Capacitating or empowerin	Design and implement varied	Conduct needs assessment	Resourc espeakers	Registrationfee which	School's budget or MOOE	• Before the openin	Teachers are expected to have		

g teachers in the preparation and implementation of IMs for digital modular distance teaching and learning	programs for keeping teachers abreast on the preparation and implementation of IMs for digital modular distance teaching and learning.	fromthe current utilized IMs as the basis for innovations and change. Conduct a series of seminars and workshops on the preparation of IMs. Conduct series of orientation drives on the utilization of IMs. Conduct a series of content validation of the IMs prepared. Provide opportunity for acquiring IMs innovations for providing better learning	School administration/District heads Principals Program coordinators/ Subject area coordinators Content validators Teachers	covers the cost of training andother necessary Supplies and materials for the training workshop Love gifts for the resource speakers	Sponsorship from book company	g of the classes. Whole year round	assessed, empowered and capable on current implementation of IMs as basis for further innovations and change. Teachers are expected to improve their knowledge and understanding on the preparation of IMs for effective implementation Teachers are expected to develop validated IMs for smooth implementation. Provision of opportunity and strong support with necessary resources		

							that will keep teachers to be creative, innovative, and motivated.		
Equipping Teachers with the necessary resources for preparation and implementation of IMs.	Equip teachers with materials and resources as well as support for the preparation and implementation of IMs.	Purchase of necessary materials and equipment for the preparation and implementation of IMs. Provide Social, Emotional, and Academic Support Service	School administration Principal teachers				Teachers are expected to be creative and innovative in the preparation and implementation of IMs to engage meaningful learning. The provision of social, emotional, and academic support services will keep teachers to be professionally driven.		
Areas of Concern (Goals) *(What needs to be done?)*	**Desired Outcomes** *(What shouldbe done?)*	**Strategies** *(How should itbe done?)*	**Person/s Responsible** *(Who shoulddo it?)*	**Budget** *(How much will it cost?)*	**Source Of Budget** *(Where is the source of budget?)*	**Timeline** *When should be done?)*	**Expected Outcome** *(How do we know we are succeeding?)*	**Actual Accomplishment** *(What is done?)*	**Remarks** *(What more should be done?)*

Focus: Pedagogical Strategies									
Strategic plan and design for the development and implementation of IMs for varied school programs	Design and implement varied programs for Pedagogical strategies for the preparation and implementation of IMs.	Conduct seminars and workshop on some instructional practices like shifting to inquiry-based learning strategy that enables learners to have more avenues for engaging in learning. Conduct seminars on ICT literacy for collaborative and interactive learning. Conduct symposium on best practices presentation	Resource speakers ICT experts Teachers with identified best practices Teachers Principal Program and subject coordinators	Registration fee of 300.00 per day to cover the cost of training and other necessary supplies Professional pay for the speaker Love gifts for every presenter	School's budget or MOOE Sponsorship of book companies School's budget	At least once or twice a year	Teachers are expected to be resourceful, creative with the use of appropriate pedagogical strategies Teachers practically use technology effectively to enhance teaching and learning. Continuing education and benchmarking will lead to come up with a unified best practice to be utilized by the whole school Community.		
Areas of Concern (Goals) *(What needs to be done?)*	**Desired Outcomes** *(What should be done?)*	**Strategies** *(How should it be done?)*	**Person/s Responsible** *(Who should do it?)*	**Budget** *(How much will it cost?)*	**Source Of Budget** *(Where is the source of budget?)*	**Timeline** *When should be done?)*	**Expected Outcome** *(How do we know we are succeeding?)*	**Actual Accomplishment** *(What is*	**Remarks** *(What more should be done*

								done?)	*?)*
Focus: Parental and Caregiver Engagement.									
Establishing and strengthening partnerships with parents and stakeholders in the utilization of IMs	Establish an openline working partnership with parents	Conduct parenting sessions to help them gain a better understanding of their child and a clearer understanding of their role on the implementation of IMs. Conduct series of orientation programs on the utilization of IMs. Conduct parent Consultation and conferences for feedbacking and assessment of the implementation	• Principal /Teachers Principal Teachers	Cost for the learning materials	School's budget or MOOE	Twice or thrice a year Once in every quarter	A well-established parental engagement will give better feedback on the utilizationof IMs A well-informed parent will lead toan active engagement on the utilization of IMs. Parents consultation meetings will increase a better partnership with the teachers and in school.		

5. CONCLUSION

The assumption was drawn based on the study's findings, it is finally concluded that teachers still have to

acquire needed IMs in teaching the EC learners to acquire the different skills. Their level of practice in the utilization of IMs is concentrated only on the available IMs.

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