



Flexible Learning Modalities in Public Elementary Schools

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ABSTRACT

This study determined the influence of Flexible Learning Modalities on the academic performance of the pupils in public elementary schools in San Ildefonso North District, San Ildefonso, Bulacan during the School Year 2020-2021. With mixed methods of research as research design and 26 public elementary school teachers, 171 parents and 171 pupils as respondents of the study, findings showed that teachers, parents and pupils strongly agreed that the implementation of Flexible Learning Modalities as to module preparation, distribution and retrieval was very effective. In the same manner, teachers strongly agreed that the implementation of Flexible Learning Modalities as to content and online consultation was very effective. On the other hand, parents and pupils agreed that the implementation of Flexible Learning Modalities as to content and online consultation was very effective. The academic performance of the pupils was “very satisfactory”. Based on the findings of the study, the following conclusions were drawn: There is a significant difference among the perceptions of the respondents as regards the implementation of Flexible Learning Modalities in public elementary schools. Teachers’ assessments were significantly higher than the assessments of the parents and pupils. There is a significant relationship between pupils’ academic performance and the extent of implementation of Flexible Learning Modalities in terms of module preparation, module content and online consultation.

Keywords Flexible Learning Modality, Modular Distance Learning, Coping Mechanism, Pupils’ Academic Performance

Introduction

The 2019 Coronavirus Disease (COVID-19) pandemic has brought extraordinary challenges or problems. The human life is badly hit by the ripple effects of pandemic that it is not just causing health crisis, but it is also affecting all aspects of life, including the education system. Meanwhile, with the threat of COVID-19 still on the rise, with no clear sign of how and when it will end, the education sector saw itself faced with a crucial and giant task: to maintain the flow of quality education while protecting its stakeholders’ health in the process. Though health precautions are, without a doubt, a paramount consideration in these challenging times, education cannot be left behind even during this crisis. In response to these situations, educational leaders decided to adopt the “new normal” in education.

This pandemic has affected more than 1.2 billion learners worldwide while in the Philippines more than 28 million learners as stated by (UNESCO, 2020). Moreover, at the basic education, the Department of Education (DepEd) emphasized and reminded that despite the COVID-19 Pandemic, “Sulong EduKalidad” will continue even it is a very tough, challenging, and exciting task to balance the existing programs with the immediate and urgent necessities at this time. In line with this, in order to provide clear guidance to all offices, units, schools, and community learning centers (CLCs) of the Department of Education (DepEd), learners and their parents, partners, and stakeholders, the department through DepEd Order no. 012, s. 2020, “Adoption of the Basic Education Learning Continuity Plan for S.Y. 2020-2021 in Light of the COVID-19 Public Health Emergency” wherein the developed Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that will respond to basic education challenges brought about by COVID-19. Furthermore, several Deped orders and memorandums were implemented in order to promulgate several guidelines for implementing the different “Flexible Learning Modalities” in basic education.

The constitutional provisions of the 1987 Constitution were reviewed, in Article XIV, Sections 1 and 2: Section 1. The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all. Section 2. The State shall: (1) Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society; (2) Establish and maintain a system of free public education in the elementary and high school levels. Pursuant to the cited constitutional provisions, as well as Executive Order No. 292 or the Administrative Code of 1987, Republic Act No. (RA) 9155 or the Governance of Basic Education Act of 2001, and RA 10533 or the Enhanced Basic Education Act of 2013, DepEd is mandated to protect and promote the right of access to quality basic education. Accordingly, it is legally tasked to provide a learner-centered, inclusive, responsive, relevant, and contextualized K to 12 Basic Education. In accordance with its legal mandate, DepEd has promulgated issuances on flexible learning and materials, specifically, DepEd Order No. (DO) 21, s. 2019, or the Policy Guidelines on the K to 12 Basic Education Program. It sets forth Flexible Learning Options (FLOs), which includes alternative delivery modes and its corresponding learning resources that are responsive to the need, context, circumstances, and diversity of learners.

The learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality since the traditional face-to-face instruction is prohibited at this time unless a vaccine against COVID-19 has been developed. Likewise, as based on DepEd Order no. 012, s. 2020, Distance Learning refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and television (TV)/Radio-Based Instruction. Modular Distance Learning involves individualized instruction that allows learners to use SLMs in print or digital format, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials. Online Distance Learning features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. TV/Radio-Based Instruction utilizes SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio scripts for Radio-Based Instruction. Concurrently, Blended Learning refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction. Homeschooling, an ADM that aims to provide learners with quality basic education that is facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment.

However, the opening of classes was initially scheduled on August 24, 2020, but several lawmakers and groups urged the DepEd to defer the start of classes in order to prepare more with the transition to blended learning. On August 14, 2020, the Department of Education (DepEd) announced the decision of the President to defer the school opening for School Year (SY) 2020-2021 from August 24, 2020 to October 5, 2020, as recommended by the Secretary of Education in light of the implications of the imposition of the Modified Enhanced Community Quarantine (MECQ) in Metro Manila and in the provinces of Cavite, Laguna, Rizal and Bulacan. This is pursuant to Republic Act (RA) No. 11480, which amended RA No. 7797, providing that the President, upon the recommendation of the Secretary of Education, may set a date later than the last day of August for the start of the school year in the country or parts thereof in the event of a declaration of a state of emergency or state of calamity.

In accordance to the preceding passages, DepEd Order No. 014 s. 2020 Guidelines on the Required Health Standards in Basic Education Offices and Schools that the Department of Education (DepEd) is committed to ensure safe educational continuity amidst the challenges of the pandemic. Learning opportunities must be provided to give hope and stability, contribute to the normalization of activities in the country and facilitate development of our learners and bring normalcy to their lives. In the provision of learning opportunities, the health and safety of the learners and teaching and non-teaching personnel are of utmost importance and must be protected at all times. Furthermore, parents, teachers, and administrators as the stakeholders of the academic institution must assess their readiness under this new normal since they are the prime facilitators of education.

Cadosales, et.al. (2017) assisted the above claim which implies that the relationship between parent and child has something to do with parenting styles. Parenting styles has an involvement of how they relate to their children. Students are meant to study to achieve good grades, to discover or explore new knowledge, to perform well in class and the relationship of parent and child in terms of school may encourage them to perform well by the support of their parents.

According to the Department of Education (DepEd), one of the learning delivery modalities that schools may adopt is the Modular Distance Learning. This type of learning modality is now being implemented in all public schools in the Philippines since the academic school year 2020-2021 started. The Department of Education (2020) mentioned that most parents chose modular learning as their preferred distance learning modality. Modular Distance Learning involves individualized instruction that allows learners to use SLMs in print or digital format, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials. Pupils engage themselves in learning concepts presented in the module through the guidance of the parents and communication to the teachers that is why connection is indeed essential at this time of new normal in education. They develop a sense of responsibility in accomplishing the tasks provided in the module. The concept of module is strictly linked to the idea of a flexible curriculum, which should provide all those concerned with education (primarily learners and teachers, but also parents and administrators, as well as society at large) with a framework to establish clear and realistic learning objectives.

After surveying the mentioned studies and literatures, at this time of current situation, it is surmise that collaboration is the most important at these difficult times. Opportunities and challenges presented should be grasped and taken a serious concern. The challenge herewith is on how to provide and deliver quality education amidst exceptional times, like the COVID-19 pandemic, and on what extent the education sector to become prepared when another crisis comes in the future. Through this study, the researcher wanted to assess the extent of implementation of flexible learning modalities in public elementary schools, problems/challenges encountered, coping mechanisms employed by the respondents in response to the problems/challenges encountered and pupils' academic performance as they implement the different Flexible Learning Modalities.

Statement of the Problem

The study primarily focused on the Flexible Learning Modalities in public elementary schools in San Ildefonso North District, San Ildefonso, Bulacan.

Moreover, this study specifically aimed to answer the following questions:

1. How may the implementation of Flexible Learning Modalities in public elementary schools be described in terms of:

1.1 module;

1.1.1 preparation;

- 1.1.2 distribution; and
- 1.1.3 retrieval
- 1.2 content; and
- 1.3 online consultation?
- 2. How may the pupils' academic performance be described in terms of:
 - 2.1 General Average in the Second Quarter?
- 3. Is there a significant difference among the perceptions of the respondents as regards the implementation of Flexible Learning Modalities in public elementary schools?
- 4. Is there a significant relationship between the extent of implementation of Flexible Learning Modalities in public elementary schools and pupils' academic performance?
- 5. What are the problems/challenges encountered in the implementation of Flexible Learning Modalities?
- 6. What are the coping mechanisms employed by the respondents in response to the problems/challenges encountered?
- 7. What program of activities could be crafted from the results of the study?

Hypotheses

The hypotheses that follows were tested in the study:

1. There is no significant difference among the perceptions of the respondents as regards the implementation of Flexible Learning Modalities in public elementary schools.
2. There is no significant relationship between the extent of implementation of Flexible Learning Modalities in public elementary schools and pupils' academic performance.

Figure 2 shows the Research Paradigm in a form of IV-DV Diagram presents the independent variables of the study that refers to the "Extent of Implementation of Flexible Learning Modalities in Public Elementary Schools," wherein the aspects mentioned refers to implementation of Flexible Learning Modalities, problems/challenges encountered in the implementation of the Flexible Learning Modalities and coping mechanisms employed by the respondents in response to the challenges/problems encountered. However, the dependent variable is represented by "Pupils' Academic Performance" wherein the pupils' average grade for the second quarter of S.Y 2020-2021 will be utilized. Likewise, the diagram shows that the independent variable and dependent variable of the study are connected as this study wants to prove through the mentioned research questions in the statement of the problem.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

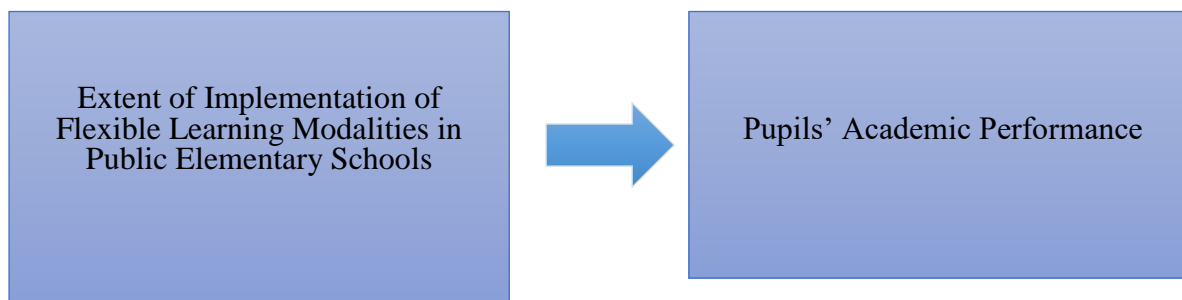


Figure 2. Paradigm of the Study

METHODOLOGY

This chapter presents the information about the research and sampling procedure that the researcher utilized for the study. It is likewise described the research design that was employed, as well as the data gathering techniques and statistical tools or data analysis scheme which was used in the analysis and interpretation of data.

Research Design

The term “mixed methods research” is widely accepted that enable researchers to collect and analyze both qualitative and quantitative data which integrates the two forms of data (Creswell and Plano Clark, 2011). Furthermore, this approach has greater degree of understanding to be formulated than if a single approach were adopted to specific studies because the researcher combined elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints) for the broad purposes of in-depth understanding and corroboration.

Data Gathering Techniques

Before the conduct of the study, the researcher sought permission from the Schools Division Office of Bulacan in Malolos City. Upon receiving the approved permit, the researcher coordinated with the principal of San Ildefonso Elementary School, San Juan Elementary School and Makapilapil Elementary School in San Ildefonso North District which are the school respondents of the study for the schedule of quantitative data collection.

The researcher personally administered the questionnaire in a form of link from the Google Forms via Facebook Messenger and conduct the interview through the use of internet generated platforms (e.g., Facebook Messenger, Gmail, Google Meet, Zoom, etc.).

Due to the transmission of COVID-19 in the country, quantitative and qualitative data collection were done in one sitting. After asking the respondents to answer the questionnaires, they were requested for a semi-structured interview, a technique in probing the independent thoughts of individuals in a group (Adams, 2015). Results of the interview were used to further explain and to validate the quantitative findings of the study.

The questionnaire for the quantitative data gathering was a Likert scale type of structure where the value of 5-1 scale was from 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree and 1-Strongly Disagree. This part of the questionnaire consisted of three sections represented by Module, Content and Online Consultation that gauged the extent of implementation of flexible learning modalities in public elementary schools. The items in the set of questionnaires for the respondents (teachers, parents and pupils) were paralleled with one another.

Specifically, the first section has sub-sections that contain the questions for the survey. On the other hand, these questions were adapted and modified by the researcher with the guidance of her research adviser. The questions for the Module section were from Division Memorandum of Schools Division Office of Bulacan no. 161 and 167 series of 2020, the questions for the Content section were from the study of Vergara (2017) and lastly, the study of Chakraborty (2017) became the basis for the Online Consultation section.

With the pupils' academic performance, the researcher coordinated to all teachers of the school respondent in order to request for the soft copy of pupils' numerical ratings for the 2nd grading period of S.Y 2020-2021.

Furthermore, for the qualitative data collection, self-made open-ended questions were utilized to gather the respondents' insights about the implementation in delivering Flexible Learning Modalities in present times.

Sampling Procedure

Total enumeration was applied in the teacher respondents of the study of each school. The total population sampling is a type of purposive sampling where the whole population of is being studied (Miller, Johnston & Dunn, 2010). It is usual when the total population is manageable and it is done also when the target group is small and set apart by an unusual characteristic.

However, because of the pandemic, the researcher employed convenience sampling for the parent and pupil respondents. This sampling technique is a nonprobability or nonrandom sampling where members of the target population that meet certain practical aspect like the accessibility and availability of gathering data for the purpose of the study. Hence, convenience samples may be selected as simply as they just happen to be administratively near to the researcher's location.

In terms of the sample size of the respondents, 20% of the total pupil population of grades four, five and six of each school were requested as respondents of the study. Likewise, with the same percentage, the parents of those pupil respondents were also participated as respondents in the conduct of the study. Pursuant to the strategy given by Mugenda & Mugenda (2003), in conducting descriptive type of research, the sample should be 20% of the target population. But if the target population is large (more than 500), then only 10% may be required.

In the qualitative part of the study, 1% from the total population of parent, teacher and pupil participants were requested to participate randomly in the interview. This number was based on a purposeful sample inclined for mixed method research which intentionally selects the number of participants who answered the questions for an interview (McMillan & Schumacher, 1994 cited by Watkins & Gioia, 2015). Before the interview, the respondents were given prior information about the aspects to be discussed during the interview for them to be ready for the questions to be articulated.

Table 1. Respondents of the Study

School	Number of Teachers	Number of Pupils	Number of Parents	n (Sample)
San Ildefonso Elementary School	17	559	559	112
San Juan Elementary School	5	150	150	30
Makapilapil Elementary School	4	145	145	29
TOTAL	26	853	853	171

Data Analysis Scheme

After retrieving all the questionnaires, the responses were organized, tallied tabulated, and analyzed using some statistical tools.

Descriptive statistics such as range, mean, weighted mean and standard deviation was computed to describe the pupils' academic performance while weighted mean was computed to describe the implementation of Flexible Learning Modalities of public elementary schools.

F-test or analysis of variance was utilized to determine if significant difference existed among the assessments of the teachers, parents and pupils as regards the variables under study.

Correlation regression analysis was applied to determine if significant relationship existed between the dependent (pupils' academic performance) and independent (extent of implementation of Flexible Learning Modalities of public elementary schools) variables.

For the gathered qualitative data, qualitative data analysis was implemented as it formulates "codes," a researcher-generated construct that symbolizes or "translates" data. Thus, these attributes will be interpreted to coin the meaning to each individual datum for later purposes of pattern detecting, categorizing, asserting or proposition development and theory building (Vogt, Vogt, Gardner, and Haeffele, 2014).

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the influence of Flexible Learning Modalities in public elementary schools on the academic performance of the pupils.

The Implementation of Flexible Learning Modalities in Public Elementary Schools

The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning.

The Relationship between the Implementation of Flexible Learning Modalities in Public Elementary Schools and Pupils' Academic Performance

Table 9 exhibits the results of the Pearson product-moment correlation coefficient analysis which was done to determine if significant relationship existed between the implementation of Flexible Learning Modalities in public elementary schools and the academic performance of pupils in this new normal.

Table 9. Results of Correlation Analysis

Item	Correlation Value (r-value)	Probability Value (p-value)
Module		
Preparation	0.221 **	0.004
Distribution	0.090 ns	0.242
Retrieval	0.111 ns	0.150
Content	0.190 **	0.010
Online Consultation	0.279 **	0.000

Legend: ** = highly significant ($p \leq 0.01$)

It can be examined from the table that highly significant relationship was found between pupils' academic performance and the implementation of Flexible Learning Modalities in terms of module preparation ($p=0.004$), module content ($p=0.010$) and online consultation ($p=0.000$). This significant relationship was indicated by the computed probability values for these variables which is smaller than or equal to the 0.01 level of significance.

Further examination of the same table reveals that direct relationship was found between the aforementioned variables as implied by the positive sign of the computed correlation values that ranged from 0.190 to 0.279.

These results imply that as the level of implementation of flexible learning modalities in terms of module preparation, module content and online consultation increases, the level of pupils' academic performance in the new normal also increases.

In conjunction to the present findings, Gossenheimer, Bem, Carneiro, and De Castro (2017) found in their research that students receiving their pharmacy education via distance education pathway scored higher compared with students receiving their pharmacy education via the traditional face-to-face pathway. This indicates that distance classes are receiving at least an equivalent curricular experience compared to that received by face-to-face. Their data indicate that learning occurred; that students were able to demonstrate competency of the abilities. The explanation for that performance be higher in the distance education may be related to the fact that students have more support material in distance education, has more autonomy to manage their study time and to conduct a preliminary study to class. On the other hand, it is evident that in the distance classes the student is obliged to participate more effectively, since the moodle platform allows to verify if the student has accessed the contents, how many times he has done it and if he has actually accomplished the tasks assigned.

Moreover, Omea (2017) pointed out that schools' function best when parents and the community are active participants and have a sense of ownership of the school and concluded that teachers' qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Furthermore, he asserted that community participation in education can play a central role in efforts to raise participation rates and improve school retention and learning outcomes.

Furthermore, when the teacher participants were interviewed in a question "How does the implementation of Flexible Learning Modality affects your pupils' academic performance?" they claimed that "As new normal educators, we set an "Online Kumustahan". Through this activity except from knowing their status of learning by asking some questions about our lesson, parents may intervene to ask assistance in teaching their child about a certain topic." In the same way, other teachers said, "The pupils' academic performance in this current situation is immeasurable if we'll only based on the submitted answer sheet and exam." This implies that for teachers, Flexible Learning scheme greatly affects pupil's academic performance since every learner experience a new format, setting and methods in learning each subject aligned with the "new normal" education in this time of pandemic.

Correspondingly, the parent participants mentioned in the interview that "Sometimes my child is having a hard time to answer the modules because of unclear passages present on it that may result to confusion." Other responses stated that, "Face-to-face classes are better than this kind of set-up because in school, the teachers can explain the lessons well." It connotes the idea that in terms of opinion and insights of the parents, face-to-face classes are better than Flexible Learning scheme as it reflects to be more challenging on the part of the parents as they see their children faces academic difficulties.

Pupil participants also answered the mentioned question. Through them, the researcher garnered the statements: "Sometimes I don't know to answer in the activities because on the first place, the content of the lesson in the module is somehow difficult" and "The current system in education really affects me because I turned to be in a self-study mode and I experienced more difficulties in this type of learning rather than the face-to-face." It demonstrates that students still preferred to be in the traditional set-up of education as it offers better instruction from the teachers who are present inside their classroom to teach the lesson content in a detailed manner and it is in a better place to cater their questions.

Problems/Challenges Encountered in the Implementation of Flexible Learning Modalities

In the conducted interview with the teacher respondents, they were asked "Do you experience difficulties in the implementation of Flexible Learning Modality? If yes, what are those?" These teachers answered that "Yes. Lack of modules is our biggest problem. Unavailability of some parents to the schedule of distribution and retrieval is also a burden." Additionally, they said that "Yes, some of the difficulties are the health risk of teachers in face-to-face distribution and retrieval of Self-Learning Modules." They further noted that "Aside from it, because we are in modular learning modality, we are not sure if the pupils themselves answered all the activities included in the Self-Learning Modules." It can be seen through their responses that due to the COVID-19 pandemic, unprecedented difficulties in terms of the availability of modules, the danger of being infected by the virus and also the assurance of pupils' learning became the major problems/challenges in the education sector as the responses from these teachers pondered.

As per the parents with the same question, the parents answered, "Yes, the time to assist my child in answering the module is the problem because I have my work and also the activities in the modules are so many" and others echoed "Yes, the poor internet connection is a problem because there is an "Online Kumustahan" with my child's adviser and sometimes it is hard to understand the lesson." Both responses mean that the parents' contribution to the pupils' learning in a Flexible Learning scheme is priceless, but because of those mentioned problems/challenges in line with their time management and the poor internet connectivity, their "priceless" contribution to the learning of pupils may hamper.

Learners were also asked about the same question and they responded "Yes, because sometimes, I cannot understand the lesson in the modules," "Yes, the activities in the modules are so many and I'm lacking such time to finish the activities" and "Yes, poor internet connection in our house if there is a Google Meet with my teacher is a problem." This creates a notion that adjusting to this "new normal" Flexible Learning education

setting is hard in the part of the pupils as it demands time and commitment. It can be seen that pupils are required to put efforts and not just in answering modules but also some difficulties brought by the poor internet connection and the difficulty of lessons present on the learning modules.

Coping Mechanisms Employed by the Respondents in Response to the Problems/Challenges Encountered

As the qualitative data gathering was conducted, the researcher raised a question to teacher participants, "How do you address these problems/challenges in the implementation of Flexible Learning Modalities as a teacher?" Teachers replied, "I usually ask advices and help from my colleagues in my department if things really go out of hand." While others responded that, "With the help of webinars conducted by the Department of Education via Google Meet and Zoom and other concerning bodies, we became more familiar with some strategies and techniques on how to cope with the limitations and other issues regarding this unusual education set-up." Being resourceful enough to integrate the Self-Learning Modules (SLMs) with the Flexible Learning Modalities to assure the continuity of learning is a common denominator on their insights. It is implied from their answers that turning every challenge as a point of improvement and exploring every possible solution and do what's best for everyone is the best mechanism in addressing the problems/challenges brought up by the situation of being in a non-face-to-face teaching-learning.

Parents also shared their insights in regards to the same question. Some teacher participants uttered that, "If there were lessons that I cannot understand, I usually ask for help from other people like my sister or my neighbor to guide my child in reading and answering the activity sheets included in the modules." While others specified that "I motivate my child to answer the activities in the modules by giving him money rewards" and "I make a daily schedule for my child to read and answer each module per subject so that he can finish the tasks on time." The manner on how the parents cope with the new learning environment in accordance with its problems/challenges is very evident. It can be noticed that they religiously cope with these problems/challenges as there is no teacher present at home and in order to achieve the target learning outcomes despite these barriers.

In line with the same questions, the majority of the pupil participants brought out that, "I ask other people in our house for help to guide me in reading the lessons in our learning modules and in answering the activity sheets." Other statements were, "I pray so that I can overcome the difficulties in present situation and I will not give up because still, I believe that education is important for my future" and "I usually follow the schedule created by my mother to have arrangement of time in reading the lessons from our modules and in answering the exercises and activity sheets." These statements imply how the pupils became adaptable in the time when they were intended to study inside their home due to a pandemic. It can be reflected from them also that one of the best ways to address these problems and challenges present in Flexible-laden education is to have a good and positive mindset that endures keeping in mind that the outbreak of the virus cannot affect their desire for our education and to be learned.

Program of Activities could be Crafted from the Results of the Study

Results of the study revealed that unstable internet connection on their respective location as well as the topics and examples in the self-learning modules in the implementation of Flexible Learning Modalities in public elementary schools should be contemplated. Hence, through a matrix, the researcher proposed an action plan that can further strengthen the implementation of Flexible Learning Modalities.

Objectives	Actions	Timeline	Persons Involved	Expected Outcome	Learning
Reinforce communication among teachers, parents and pupils with regards to the academic related concerns and other queries at this time of Flexible Learning.	<p>strong Consistent consultation through text, call and various online platforms to address the academic related concerns and other queries at this time of Flexible Learning.</p> <p>Conduct home visitations observing health and safety protocols.</p>	School Year 2021-2022	School Teachers, Pupils, Head, Parents,	In the end of the activity, teachers, parents and pupils are expected to have a strong communication to address the academic related concerns and other queries at this time of Flexible Learning.	
Provide guidance to help parents and pupils in understanding the contents in the modules at this time of Flexible Learning.	Invite a resource speaker to conduct series of webinars that will help parents and pupils to clearly understand the contents in the modules through different strategies at this time of Flexible Learning.	School Year 2021-2022	Resource School Teachers, Speaker, Head,	In the end of the activity, parents and pupils are expected to understand clearly the contents in the modules at this time of Flexible Learning.	

FINDINGS

This study determined the influence of Flexible Learning Modalities on the academic performance of the pupils in public elementary schools in San Ildefonso North District, San Ildefonso, Bulacan during the School Year 2020-2021.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that teachers, parents and pupils strongly agreed that the implementation of Flexible Learning Modalities as to module preparation, distribution and retrieval was very effective.

In the same manner, teacher respondents strongly agreed that the implementation of Flexible Learning Modalities as to content and online consultation was very effective. On the other hand, parents and pupil respondents agreed that the implementation of Flexible Learning Modalities as to content and online consultation was very effective.

The academic performance of the pupil respondents in terms of their average grade in the second grading period was described as “very satisfactory” with a mean of 87.30 and standard deviation of 3.11.

Highly significant differences were found among the assessments of the teachers, parents and the pupil respondents with regard to the implementation of Flexible Learning Modalities in public elementary schools in terms of module distribution and module retrieval. The assessments of the teachers are significantly higher than the assessments of the parents and pupils. Further, the assessments of the pupils are the same with their parents.

However, no significant difference was found among the assessments of the teachers, parents and pupils as regards the implementation of Flexible Learning Modalities in public elementary schools in terms of module preparation, module content and online consultation.

Highly significant relationship was found between pupils’ academic performance and the implementation of flexible learning modalities in terms of module preparation, module content and online consultation.

On the contrary, no significant correlation was found between pupils’ academic performance and the implementation of Flexible Learning Modalities in terms of module distribution and retrieval.

In the conducted interview in terms of the problems/challenges encountered, as for the teachers it can be seen through their responses that due to the COVID-19 pandemic, unprecedented difficulties in terms of the availability of modules, the danger of being infected by the virus and also the assurance of pupils’ learning became the major problems/challenges in the education sector. As per the parents’ response, their contribution to the pupils’ learning in a Flexible Learning scheme is priceless, but because of those mentioned problems/challenges in line with their time management and the poor internet connectivity, their “priceless” contribution to the learning of pupils may hamper. Lastly, for the pupils’ responses it created a notion that adjusting to this “new normal” Flexible Learning education setting is hard on their part as it demands time and commitment. It can be seen that pupils are required to put efforts and not just in answering modules but also some difficulties brought by the poor internet connection and the difficulty of lessons present on the learning modules.

With regard to the coping mechanisms employed by the respondents in response to the problems/challenges encountered, it is implied from the teachers’ responses that turning every challenge as a point of improvement and exploring every possible solution and do what’s best for everyone is the best mechanism in addressing the problems/challenges brought up by the situation of being in a non-face-to-face teaching-learning. As for the parents’ responses, the manner on how parents cope with the new learning environment in accordance with its problems/challenges is very evident. It can be noticed that they religiously cope with these problems/challenges as there is no teacher present at home and in order to achieve the target learning outcomes despite these barriers. In terms of the pupils’ responses, it can be reflected from their responses that one of the best ways to address these problems and challenges present in Flexible-laden education is to have a good mindset that endures keeping in mind that the outbreak of the virus cannot affect their desire for our education.

Based on the results of the study, the researcher suggests to consistently have a consultation among teachers, parents and pupils through different means such as text, call and various online platforms to address the academic related concerns and other queries. As to modules per se, it may be considered to invite a resource speaker to conduct series of webinars that will help parents and pupils to clearly understand the contents in the modules through different strategies to further strengthen the implementation of Flexible Learning Modalities

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In the same manner, teacher respondents strongly agreed that the implementation of Flexible Learning Modalities as to content and online consultation was very effective. On the other hand, parents and pupil respondents agreed that the implementation of Flexible Learning Modalities as to content and online consultation was very effective.

The academic performance of the pupil respondents in terms of their average grade in the second grading period was described as “very satisfactory” with a mean of 87.30 and standard deviation of 3.11.

Highly significant differences were found among the assessments of the teachers, parents and the pupil respondents with regard to the implementation of Flexible Learning Modalities in public elementary schools in terms of module distribution and module retrieval. The assessments of the teachers are significantly higher than the assessments of the parents and pupils. Further, the assessments of the pupils are the same with their parents.

However, no significant difference was found among the assessments of the teachers, parents and pupils as regards the implementation of Flexible Learning Modalities in public elementary schools in terms of module preparation, module content and online consultation.

Highly significant relationship was found between pupils' academic performance and the implementation of flexible learning modalities in terms of module preparation, module content and online consultation.

On the contrary, no significant correlation was found between pupils' academic performance and the implementation of Flexible Learning Modalities in terms of module distribution and retrieval.

In the conducted interview in terms of the problems/challenges encountered, as for the teachers it can be seen through their responses that due to the COVID-19 pandemic, unprecedented difficulties in terms of the availability of modules, the danger of being infected by the virus and also the assurance of pupils' learning became the major problems/challenges in the education sector. As per the parents' response, their contribution to the pupils' learning in a Flexible Learning scheme is priceless, but because of those mentioned problems/challenges in line with their time management and the poor internet connectivity, their "priceless" contribution to the learning of pupils may hamper. Lastly, for the pupils' responses it created a notion that adjusting to this "new normal" Flexible Learning education setting is hard on their part as it demands time and commitment. It can be seen that pupils are required to put efforts and not just in answering modules but also some difficulties brought by the poor internet connection and the difficulty of lessons present on the learning modules.

With regard to the coping mechanisms employed by the respondents in response to the problems/challenges encountered, it is implied from the teachers' responses that turning every challenge as a point of improvement and exploring every possible solution and do what's best for everyone is the best mechanism in addressing the problems/challenges brought up by the situation of being in a non-face-to-face teaching-learning. As for the parents' responses, the manner on how parents cope with the new learning environment in accordance with its problems/challenges is very evident. It can be noticed that they religiously cope with these problems/challenges as there is no teacher present at home and in order to achieve the target learning outcomes despite these barriers. In terms of the pupils' responses, it can be reflected from their responses that one of the best ways to address these problems and challenges present in Flexible-laden education is to have a good mindset that endures keeping in mind that the outbreak of the virus cannot affect their desire for our education.

Based on the results of the study, the researcher suggests to consistently have a consultation among teachers, parents and pupils through different means such as text, call and various online platforms to address the academic related concerns and other queries. As to modules per se, it may be considered to invite a resource speaker to conduct series of webinars that will help parents and pupils to clearly understand the contents in the modules through different strategies to further strengthen the implementation of Flexible Learning Modalities.

Conclusions

Based on the findings of the study, the following conclusions were drawn: There is a significant difference among the perceptions of the respondents as regards the implementation of Flexible Learning Modalities in public elementary schools in terms of module distribution and module retrieval. Teachers' assessments were significantly higher than the assessments of the parents and pupils.

There is a significant relationship between pupils' academic performance and the extent of implementation of Flexible Learning Modalities in terms of module preparation, module content and online consultation. The higher level of extent of implementation of Flexible Learning Modalities in terms of module preparation, module content and online consultation resulted to higher academic performance of the pupils.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. The Department of Education may consider the reduction of activities, simplified explanations and additional examples in the modules so that the mastery will be attained as much as possible and to make the topics more understandable for pupils and parents as well.
2. DepEd Officials may seek the help of NGOs and other benefactors to provide tablet to every pupil which is one of the problems in the implementation of Flexible Learning Modalities.
3. Teachers may consistently hold consultations through text, call and various online platforms to address the different concerns of parents and pupils in order to strengthen the implementation of Flexible Learning Modalities.
4. Principals may hold webinars that will help the parents and pupils along with the problems and challenges in the implementation of Flexible Learning Modalities.

5. For future researchers, further research along this line may be conducted in secondary schools to see if there is a similarity with regards to their implementation of Flexible Learning Modalities. Moreover, a pure qualitative research may be conducted to fully identify the problems and challenges in the implementation of Flexible Learning Modalities

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