



Difficulties Encountered by Home Facilitators in the Printed Modular Learning Modality

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Abstract:

The implementation of modular distance learning has become a necessity during the COVID-19 pandemic. In this context, home facilitators have been tasked with assisting learners in the completion of their modules. However, several studies and literature have shown that home facilitators encounter various difficulties in teaching learners through modular distance learning. Therefore, this research study aimed to determine the difficulties encountered by home facilitators in the new normal during the distance learning modality, particularly in the printed modular learning modality. The study involved gathering data from home facilitators in an elementary school in a large-sized division in central Philippines during the school year 2021-2022. The study sought to identify the profile of home facilitators, the degree of difficulties encountered in technical, empathy, time management, and communication areas, and the differences in difficulties encountered based on age, sex, educational attainment, family income, and number of children. Descriptive research was utilized in the study, and the findings revealed that home facilitators experienced high degrees of difficulties in all areas. However, there were no significant differences in the difficulties encountered by home facilitators based on the mentioned variables. The study's results could help develop an intervention plan to address the difficulties encountered by home facilitators during the distance learning modality.

Keywords: Difficulties encountered, home facilitators, learning modality, technical, empathy, time management, communication

Introduction:

Nature of the Problem

Printed modular distance learning modality has become a widely used approach to education during the pandemic in the Philippines. With the continuing threat of COVID-19, the Department of Education (DepEd) implemented a blended learning system that combines online learning and printed modules to ensure that students can continue their education while staying safe at home. However, this mode of learning presents challenges not only to the students and teachers but also to the home facilitators who serve as their primary guide and support system. The difficulties encountered by home facilitators in terms of technical aspects of teaching, empathy or understanding children's emotion, time management, and communication skills are also significant. Technical difficulties include the lack of competencies in both content and pedagogy in teaching. Empathy and understanding children's emotions are crucial skills for home facilitators, especially in a time of crisis. Home facilitators should be able to recognize and address the emotional needs of their students, which can be difficult to do through printed modules. Time management is another critical aspect of home facilitation, as they are often tasked with managing multiple students' schedules and keeping track of their progress. Finally, communication skills are vital in facilitating online discussions and providing feedback to students. Several studies have highlighted the importance of addressing the difficulties encountered by home facilitators in the printed modular distance learning modality. In a study conducted by Teng and Wang (2021), they found that home facilitators face significant challenges in terms of technical and emotional support for their students. Another study by (Ahmad & Hashim 2020) emphasized the need for home facilitators to develop effective communication skills and time management strategies.



The present study aims to investigate the difficulties encountered by home facilitators in the new normal during the distance learning modality and develop an intervention plan to address these challenges. This study is necessary because home facilitators play a critical role in ensuring that students can continue their education during the pandemic. By identifying the difficulties encountered by home facilitators and developing an intervention plan to address these challenges, this study can contribute to the improvement of the quality of education in the Philippines. The intervention plan may include training programs to improve home facilitators' technical skills, emotional intelligence, time management, and communication skills. The study can also provide recommendations to the DepEd regarding the production and distribution of printed modules to ensure that every student has access to high-quality learning materials. Ultimately, this study can help alleviate the difficulties encountered by home facilitators in the printed modular distance learning modality and improve the educational outcomes of Filipino students. On a personal note, my drive to conduct this study is rooted in my own experiences and observations throughout the pandemic. I have seen firsthand the challenges that home facilitators, such as parents and guardians, have faced as they were thrust into new roles and responsibilities almost overnight. These individuals have demonstrated remarkable resilience and commitment, yet they frequently lack the essential support and resources needed to effectively support their children's education. This lack of support can significantly impede the educational progress of many students, a concern that I find profoundly impactful.

Current State of Knowledge

Printed modular learning is a mode of learning where the materials are delivered to the learners through printed modules. In recent times, this mode of learning has been adopted by several schools as a result of the COVID-19 pandemic. In this study, we seek to examine the difficulties that home facilitators encounter in implementing printed modular learning. To understand this phenomenon, we reviewed relevant literature on the subject matter. One of the challenges that home facilitators encounter in implementing printed modular learning is difficulty in motivating and engaging learners. According to Gaytan and McEwen (2019), printed modular learning materials may not be as interactive as online materials. This can result in low motivation and engagement among learners. As a result, home facilitators may need to employ creative teaching techniques such as incorporating games and group activities to keep learners motivated and engaged.

Another challenge that home facilitators encounter in implementing printed modular learning is difficulty in assessing learners. According to Kim (2017), traditional assessment methods such as quizzes and tests may not be suitable for printed modular learning as learners may have access to the materials while taking the assessment. Therefore, home facilitators may need to use alternative assessment methods such as performance-based assessments that require learners to demonstrate their understanding of the material. Difficulty in providing feedback: Providing feedback to learners is an essential part of the learning process. However, home facilitators may encounter difficulties in providing feedback in printed modular learning. According to Calubaquib (2020), many home facilitators were not adequately prepared to teach and assist their children with printed modular learning modality. The facilitators' lack of preparedness could lead to frustration and a lack of interest in facilitating learning, leading to difficulties in implementing the modality.

According to Allen and Seaman (2017), printed modular learning requires learners to work independently, which can be time-consuming for home facilitators who have to grade assignments and provide feedback to learners. Therefore, home facilitators may need to establish clear timelines for completing assignments and communicate these timelines to learners. Difficulty in addressing learner needs: Home facilitators may also encounter difficulties in addressing the individual needs of learners in printed modular learning. In addition, Kuhfeld, Soland, Tarasawa et al., (2020), learners may have different learning styles, and printed modular learning may not cater to all these styles. Therefore, home facilitators may need to personalize the learning experience by providing additional materials that cater to the individual needs of learners. Conclusion: In conclusion, this literature review has highlighted the difficulties that home facilitators encounter in implementing printed modular learning. These difficulties include motivation and engagement, assessment, feedback, time management, and addressing learner needs. To overcome these difficulties, home facilitators may need to employ creative teaching techniques, use alternative assessment and feedback methods, establish clear timelines for completing assignments, and personalize the learning experience for learners.

Parental involvement is an essential factor in the success of printed modular learning modality. However, based on the study of Fong (2019), many parents lack the skills and knowledge necessary to support their children's learning. This lack of parental involvement can lead to poor learning outcomes and difficulties in implementing the modality. Printed modular learning modality is not entirely technology-free. Based on the study of Marasigan (2018), even though printed materials are used, there are still technological challenges that home facilitators encounter, such as using online platforms to submit outputs and communicate with teachers. These challenges can lead to difficulties in implementing the modality. Monitoring and evaluation of the learning progress of the students is crucial in printed modular learning modality. However, based on the study of De Guzman (2017), there is a lack of monitoring and evaluation of the home facilitators' performance, leading to difficulties in implementing the modality effectively.



The difficulties encountered by home facilitators in printed modular learning modality are significant and have implications on the effectiveness of the modality. Addressing these difficulties would require the concerted efforts of the Department of Education, parents, and the home facilitators themselves. It is essential to provide adequate support and training for home facilitators, ensure the availability of complete and comprehensive learning materials, encourage parental involvement, provide technical support, and establish monitoring and evaluation systems. One related study on this topic was conducted by Kwek, Tay, and Goh (2020) on the challenges faced by home-based learning facilitators during the COVID-19 pandemic in Singapore. The study found that time management was a significant challenge for home-based learning facilitators, and this was due to the lack of clear boundaries between work and personal life. The study also found that other factors, such as lack of support from family members, affected time management.

Theoretical Underpinnings

This study is anchored on the theory of difficulty proposed by Robert M. Gagné in 1965. Gagné's theory of difficulty suggests that learning can be challenging and frustrating if learners lack the necessary prerequisite knowledge, skills, and attitudes. Gagné postulated that learning difficulties could be attributed to three factors: (1) the complexity of the learning task, (2) the level of prior knowledge and skills possessed by the learner, and (3) the instructional methods used to facilitate learning. Gagné's theory of difficulty has been widely used in educational research to understand the factors that affect student learning.

According to Gagné, the complexity of the learning task can influence the level of difficulty experienced by learners. For instance, in the current context of distance learning, home facilitators face numerous challenges that impact their ability to provide effective instruction to learners. These challenges range from technical competencies in teaching, empathy or understanding emotions of the learners, time management, and communication skills of the home facilitators. The theory of difficulty suggests that the level of prior knowledge and skills possessed by the learner can also impact the level of difficulty experienced during learning. This is relevant to home facilitators as they navigate the new normal of distance learning, which requires them to adapt to new technologies and teaching strategies. Home facilitators who lack the necessary technical competencies may struggle to provide learners with high-quality instruction, leading to learning difficulties.

Similarly, a lack of empathy or understanding of the emotions of learners may impede home facilitators' ability to connect with and support learners, leading to further learning difficulties. Furthermore, Gagné's theory of difficulty posits that instructional methods used to facilitate learning can impact the level of difficulty experienced by learners. This is relevant to home facilitators as they navigate the challenges of teaching in a remote setting. Home facilitators who lack effective time management and communication skills may struggle to provide learners with timely feedback and support, leading to further learning difficulties. In conclusion, Gagné's theory of difficulty provides a useful framework for understanding the challenges faced by home facilitators in the new normal during the distance learning modality. This study will use this theory to explore the difficulties encountered by home facilitators and to provide recommendations for addressing these challenges. By understanding the factors that contribute to learning difficulties, this study can contribute to the development of effective strategies for supporting home facilitators and enhancing the quality of instruction provided to learners in the context of distance learning.

Objectives

This study determined the degree of difficulties encountered by home facilitators in Printed Modular Learning Modality in an elementary school, in one of the Districts in a large sized division in central Philippines during the school year 2021-2022 as a basis for an intervention plan. Specifically, it seeks answers to the following questions: 1) the degree of difficulties encountered by home facilitators in Printed Modular Learning Modality according to technical, empathy, time management, and communication; 2) the degree of difficulties encountered by home facilitators in Printed Modular Learning Modality when grouped according to the aforementioned variables; and 3) the significant difference in the degree of difficulties encountered by home facilitators in Printed Modular Learning Modality when grouped and compared according to the aforementioned variables.

Methodology

This section presents the research design used, the locale, the subjects, respondents of the study, the research instruments, the conduct of the study, the procedure in the analysis of the data relative to the specific objectives and statistical tools used in the study.

Research Design

This study used the descriptive research design in determining the degree of difficulties encountered by home facilitators in teaching the learners in a district in a large size division in central Philippines. Descriptive research is a research design that is used to observe and describe phenomena in the real world. It involves collecting data



through surveys, interviews, and observations, and then organizing and summarizing the data to identify patterns and trends. The primary goal of descriptive research is to provide a detailed and accurate picture of a particular phenomenon or population (Creswell 2014). The descriptive method of research is most appropriate for this study because it aims to provide a detailed and accurate description of the phenomenon being studied. This study would require collecting data from the home facilitators through surveys or interviews, as well as observing them as they teach the learners. The collected data would then be analyzed to identify the specific difficulties encountered by the home facilitators and to provide a detailed description of these difficulties. Furthermore, descriptive research is particularly useful when little is known about a phenomenon, as is likely the case with this study. It can help to identify areas for further investigation and provide a foundation for future research. Finally, descriptive research is a useful tool for exploring complex phenomena, such as the teaching and learning process, which involves multiple variables that may interact in complex ways.

Study Respondents

The respondents of the study are the 109 home facilitators from a total population of 150. The Cochran formula allows you to calculate an ideal sample size given a desired level of precision, desired confidence level, and the estimated proportion of the attribute present in the population. Cochran's formula is considered especially appropriate in situations with large populations. The distribution of sample size was determined through stratified random sampling. The Cochran formula allows you to calculate an ideal sample size given a desired level of precision, desired confidence level, and the estimated proportion of the attribute present in the population. Cochran's formula is considered especially appropriate in situations with large populations (Israel 2014).

Instruments

The researcher will gather data by administering the survey questionnaire to the sample size home tutor population the identified school. To determine the level of commitment of home tutors, the researcher will utilize a questionnaire composed of two parts. It was subjected to validity (4.59-excellent) and reliability (0.982-excellent). All of them were interpreted as worthy and good; respectively. Part 1 contains queries on respondents' profile such as their age, educational attainment, family monthly income and number of children. Part 2 contains the questionnaire proper which consists of 10 items survey questions per area. These questions are classified into four components namely: technical, empathy, time management, and communication having ten (10) questions per component. Teachers' responses were interpreted according to the following guide: 5 (Always), 4 (Often), 3 (Sometimes), 2 (rarely) and 1 (Almost Never).

Data Collection

Permission to conduct the study was obtained from the Public Schools District Supervisor. The schedule for distribution of questionnaires to the respondents was noted and approved by the School heads. The purpose of the study was presented by the researcher to the faculty and respondents after approval by the heads. The test was then conducted on the respondents, and the questionnaires were retrieved immediately. The data was organized, tabulated, analyzed, and interpreted using statistical software and with the aid of assigned statistician.

Data Analysis and Statistical Treatment

Objective No. 1, used descriptive analytical scheme and mean in determining the degree of difficulties encountered by home facilitators in teaching the learners.

Objective No. 2 used descriptive analytical scheme and mean in determining the degree of difficulties encountered by home facilitators in teaching the learners when they are grouped according to the aforementioned variables.

Objective No. 3, used comparative analytical scheme and Mann-Whitney U-test in determining whether or not significant difference existed the degree of difficulties encountered by home facilitators in teaching the learners when they are grouped according to the aforementioned variables.

Ethical Consideration

Research Ethics Protocols are a set of principles that guide your research designs and practices. These principles include voluntary participation, informed consent, anonymity, confidentiality, and risk of harm (Bhandari, 2021). All research respondents are free to choose to participate without any pressure or coercion, and they understand all the information they need to decide whether they want to participate. Ethical standards require that researchers not put participants in a situation where they might be at risk of harm because of their participation. The researcher also guarantees the participants' confidentiality, and they are assured that identifying information will not be made available to anyone not directly involved in the study. The researcher will use an alternative method of identifying information in this study.



Results and Discussion

This section presents, analyzes, and interprets the data that were gathered consistent with its predetermined objectives.

Table 1
Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Technical

Item	Mean	Interpretation
1. teaching beginning reading to my child.	3.61	High Degree
2. planning the appropriate teaching approaches.	3.60	High Degree
3. preparing instructional materials.	3.68	High Degree
4. checking of the accuracy of the answers of my child.	3.72	High Degree
5. comprehending the competencies.	3.37	Moderate Degree
6. teaching basic mathematical operations.	3.47	Moderate Degree
7. developing basic literacy skills.	3.66	High Degree
8. managing the learning attitude of my child.	3.85	High Degree
9. developing comprehension of the child.	3.74	High Degree
10. assessing their baseline performance.	3.71	High Degree
Overall Mean	3.64	High Degree

Table 1 shows the overall result for the degree of difficulties encountered by home facilitators in the area of technical. Data revealed an overall mean of 3.64, which is equivalent to a high degree of difficulty. Specifically, item number 5, which pertains to comprehending the competencies, had a mean rating of 3.37, indicating a moderate degree of difficulty. On the other hand, item number 8, which is about managing the learning attitude of the child, had the highest mean rating of 3.85, suggesting a high degree of difficulty. This finding implies that teachers may need to focus on helping home facilitators in improving their ability to manage the learning attitude of their students, as it appears to be a significant challenge for them. Teachers would constantly monitor the attitude of the learners to be responsive in helping the home facilitators hence they were not trained for behavioral management. Related studies that support these findings include a study by Sujatmiko and Widodo (2020) which explored the difficulties encountered by teachers in teaching technical subjects in vocational high schools. The study found that managing student behavior was a significant challenge for home facilitators' in this context. Another study by Feroze, Qureshi, and Siddiquei (2021) found that managing students' attitudes towards learning was a critical factor influencing teacher effectiveness in online learning environments. These studies highlight the importance of managing student behavior and attitudes towards learning for effective teaching in technical subjects, which supports the findings of the present study.

Table 2
Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Empathy

Item	Mean	Interpretation
1. understanding the emotion of the child.	4.06	High Degree
2. motivating the child to study.	3.98	High Degree
3. getting the child ready for the day's learning activities.	3.82	High Degree
4. Managing their learning behavior during learning activities.	3.75	High Degree
5. enforcing positive discipline.	3.92	High Degree
6. understanding their difficulties.	3.93	High Degree
7. determining developing negative emotions such as disappointments, internal sadness which may result to depression.	3.71	High Degree
8. understanding the physical well-being of the child.	3.88	High Degree
9. identifying present emotional state.	3.87	High Degree
10. ascertaining their mental well-being and readiness for the day's learning activities.	3.81	High Degree
Overall Mean	3.87	High Degree

Table 2 shows the overall result for the degree of difficulties encountered by home facilitators in the area of empathy. Data shown are very obvious as the quantitative results had descriptive ratings all equivalent to High Degree while the overall mean is 3.87 which is equivalent also to high degree. Noticeably, the home facilitators encountered least difficulty in determining developing negative emotions such as disappointments, internal sadness which may result to depression, its mean rating is 3.71 or high degree equivalent. Meanwhile, data suggested that the home facilitators found it hard in understanding the emotions of their child, it obtained highest mean rating which is 4.06 with highest equivalent that is high degree. Most parents were not practicing teaching profession which practically make it a disadvantage for them in dealing and understanding children's emotions. Unlike in the classroom, wherein teachers needed to set the mood of the learners getting them ready for the learning activities, at home parents could hardly deal the attitudes of their children which is also brought by age gap. Expectedly, the children were given instruction when they were not in the mood for teaching, consequently, they will be in an ambivalent mood which lead to poor learning outcomes. Bhamani, Makhdoom, and Bharuchi (2020) supported this



claim upon asserting that the uncertainty of the covid-19 situation and the novelty of home learning posed tremendous impact on student attitude. Most of the learners lost interest in learning, they mentioned that the learning activities are boring. Unlike in the classroom setting that they could accomplish learning activities while socializing. Parents commented on the difficulty in dealing with the changes in attitude of their children.

Table 3
Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Time Management

Item	Mean	Interpretation
1. budgeting the time within the week to accomplish the activities in the module.	3.81	High Degree
2. allocating time in proofreading the answers of the child.	3.61	High Degree
3. providing time for remediation.	3.59	High Degree
4. allocating time for reviewing of answers.	3.60	High Degree
5.. Reconciling time for household work and supervising the child in accomplishing the modules.	3.72	High Degree
6. providing time for guided reading activities.	3.66	High Degree
7. budgeting the competencies needed to be accomplished in the module.	3.61	High Degree
8. providing emotional support due to overlapping of activities needed to be accomplished.	3.71	High Degree
9. spending time counseling my child to lift up their spirit.	3.74	High Degree
10. responding to school initiatives related to enhancing the learning of my child.	3.72	High Degree
Overall Mean	3.68	High Degree

Table 3 exhibits the overall result for the degree of difficulties encountered by home facilitators in the area of time management. Data show that the sub-mean rating recorded 3.68 or High Degree. Item number 3 providing time for remediation recorded least mean rating of 3.59 with an equivalent high degree. Budgeting the time within the week to accomplish the activities in the module appeared to be the surmount challenge in managing their time, the mean rating is 3.81 with equivalent high degree. Data exemplify the overlapping schedule of responsibilities of the home facilitators, they need to go to work and do some house hold chores daily to provide for the family's needs much more in a time when households need to look for alternative sources of income due to the sustained impact of the lock downs. Data is also implicative of the difficulties of the competencies which couldn't be accomplished after minimal instructions. This is akin to the findings of Labo, Jalac, and Solano (2020) upon laying down that most parents exclaimed that the new normal education learning continuity plan using modular distance learning is quite difficult for both parents and their children. The more impoverished families clamored on how would they divide time for both teaching their children and earning a living to sustain their needs.

Table 4
Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Communication

Item	Mean	Interpretation
1. Communicate to teachers the progress of the child.	3.66	High Degree
2. Seeking help from experts on competencies I can't understand.	3.52	High Degree
3. Responding to school initiatives related to enhancing the learning of my child.	3.60	High Degree
4. Coordinating to teachers for pedagogical help.	3.61	High Degree
5. Informing the teacher of the child's learning attitude.	3.54	High Degree
6. Schedule heart to heart conversation with the child.	3.84	High Degree
7. Establishing teacher-child communication for learning interventions or clarifications of competencies.	3.67	High Degree
8. Reaching out to the teachers for queries when teaching the child.	3.56	High Degree
9. Establishing clear instructions which are comprehensible by the child.	3.65	High Degree
10. Simplifying instructions and competencies within the module to make it more understandable by the child.	3.79	High Degree
Overall Mean	3.64	High Degree

Table 4 exhibits the overall result for the degree of difficulties encountered by home facilitators in the area of communication. Data show that the sub-mean rating recorded 3.64 or High Degree equivalent. Item number 2 "seeking help from experts on competencies I can't understand" recorded least mean rating of 3.52 with an equivalent high degree. Scheduling heart to heart conversation with the child on item number 6 obtained highest rating which is 3. 84 with equivalent high degree signified most pressing concern. Data is implicative of parents' inability to empathize the learners' internal pressure and socio-emotional well-being. Home facilitators needed to be trained in dealing with mental health of learners to improve communication to prevent future personality problems of the learners. Sarmiento (2022) agreed to this claim upon disclosing that the inability of parents to communicate with their children only aggravated their behavioral problems. The lack of intimate time to understand their peculiar attitudes only worsened the lack of mastery of competencies.



Table 5

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Technical When Grouped According to Age

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. teaching beginning reading to my child.	3.47	Moderate Degree	3.75	High Degree
2. planning the appropriate teaching approaches.	3.40	Moderate Degree	3.81	High Degree
3. preparing instructional materials.	3.61	High Degree	3.75	High Degree
4. checking of the accuracy of the answers of my child.	3.67	High Degree	3.79	High Degree
5. comprehending the competencies.	3.32	Moderate Degree	3.42	Moderate Degree
6. teaching basic mathematical operations.	3.32	Moderate Degree	3.63	High Degree
7. developing basic literacy skills.	3.46	Moderate Degree	3.88	High Degree
8. managing the learning attitude of my child.	3.75	High Degree	3.96	High Degree
9. developing comprehension of the child.	3.60	High Degree	3.90	High Degree
10. assessing their baseline performance.	3.54	High Degree	3.88	High Degree
Overall Mean	3.51	High Degree	3.78	High Degree

Table 5 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of technical when grouped according to age. By just a cursory look at the table, it is evident that most of the items were unanimously rated with high degree difficulty by both respondent groups. The respective sub mean rating 3.51 and 3.78 with equivalents high degree for both younger and older is indicative that the difficulty encountered by home facilitators runs across ages, younger or older stated the same clamor, the lack of technical expertise in teaching the learners' and forging mastery. Datinguinoo (2019) confirmed this claim upon stating that most parents, despite of their age, exclaimed on the difficulty in teaching the competencies, citing their self-educational attainment and lack of competencies in teaching. Consequently, the modular distance learning resulted in extremely poor learning performance of the learners which include failure to develop basic literacy, all of which attributed to the parent's inability to teach the competencies and supervise instruction.

Table 6

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Empathy When Grouped According to Age

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. understanding the emotion of the child.	3.79	High Degree	4.37	High Degree
2. motivating the child to study.	3.81	High Degree	4.17	High Degree
3. getting the child ready for the day's learning activities.	3.72	High Degree	3.92	High Degree
4. Managing their learning behavior during learning activities.	3.67	High Degree	3.85	High Degree
5. enforcing positive discipline.	3.74	High Degree	4.12	High Degree
6. understanding their difficulties.	3.63	High Degree	4.25	High Degree
7. determining developing negative emotions such as disappointments, internal sadness which may result to depression.	3.63	High Degree	3.79	High Degree
8. understanding the physical well-being of the child.	3.70	High Degree	4.08	High Degree
9. identifying present emotional state.	3.77	High Degree	3.98	High Degree
10. ascertaining their mental well-being and readiness for the day's learning activities.	3.74	High Degree	3.88	High Degree
Overall Mean	3.72	High Degree	4.04	High Degree

Table 6 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of empathy when grouped according to age. Data exhibited that all items are rated with high degree difficulty by both respondent groups. The mean ratings are 3.72 and 4.04 with equivalent high degree respectively for both younger and older respondents. It means that bot respondent groups found hard in trying to discern the emotional and mental well-being of their children as they were under the modular distance learning.



Tremendous pressures were placed upon the shoulders of the learners by parents while parents were caught between two pressures, empathizing their children and getting their children pass and accomplish all the activities on time. Both respondent groups were not trained to handle children's' emotional and mental natures, obviously no age could ever help them understand the children better. This is confirmed by the findings of Guiamalon, Alon and Camsa (2021) upon revealing that both younger and older parents stated that understanding their children's behavior has been a tough job even before the modular distance learning. They pointed out generation gap as the prime reason for their difficulty in reading their thoughts and emotions. Children in the recent generation is behaves differently, they never show outward resentment but their non-compliance could be done passively.

Table 7

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Time Management When Grouped According to Age

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. budgeting the time within the week to accomplish the activities in the module.	3.58	High Degree	4.06	High Degree
2. allocating time in proofreading the answers of the child.	3.60	High Degree	3.62	High Degree
3. providing time for remediation.	3.53	High Degree	3.65	High Degree
4. allocating time for reviewing of answers.	3.49	Moderate Degree	3.71	High Degree
5.. Reconciling time for household work and supervising the child in accomplishing the modules.	3.72	High Degree	3.73	High Degree
6. providing time for guided reading activities.	3.44	Moderate Degree	3.90	High Degree
7. budgeting the competencies needed to be accomplished in the module.	3.54	High Degree	3.69	High Degree
8. providing emotional support due to overlapping of activities needed to be accomplished.	3.47	Moderate Degree	3.96	High Degree
9. spending time counseling my child to lift up their spirit.	3.65	High Degree	3.85	High Degree
10. responding to school initiatives related to enhancing the learning of my child.	3.56	High Degree	3.88	High Degree
Overall Mean	3.56	High Degree	3.81	High Degree

Table 7 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of time management when grouped according to age. The respective mean ratings are 3.56 and 3.81 having high degree verbal descriptions manifesting unanimous degree of difficulties in managing their time by both respondent groups. Younger or older faced the same responsibilities and are both compelled to work and tend to regular house hold chores to sustain their families. Agaton and Cueto (2021) contradicted this claim as they revealed that younger or older parents find it hard in allocating time for instruction. The modular distance learning instruction is quite burdensome, the activities are arduously challenging much more for parents with lesser technical expertise, budgeting time chose no age, younger and older confronted the same compelling challenge.

Table 8

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Communication When Grouped According to Age

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. Communicate to teachers the progress of the child.	3.33	Moderate Degree	4.04	High Degree
2. Seeking help from experts on competencies I can't understand.	3.40	Moderate Degree	3.65	High Degree
3. Responding to school initiatives related to enhancing the learning of my child.	3.40	Moderate Degree	3.81	High Degree
4. Coordinating to teachers for pedagogical help.	3.42	Moderate Degree	3.81	High Degree
5. Informing the teacher of the child's learning attitude.	3.30	Moderate Degree	3.81	High Degree
6. Schedule heart to heart conversation with the child.	3.56	High Degree	4.15	High Degree
7. Establishing teacher-child communication for learning interventions or clarifications of competencies.	3.42	Moderate Degree	3.94	High Degree
8. Reaching out to the teachers for queries when teaching the child.	3.40	Moderate Degree	3.73	High Degree



9. Establishing clear instructions which are comprehensible by the child.	3.44	Moderate Degree	3.88	High Degree
10. Simplifying instructions and competencies within the module to make it more understandable by the child.	3.61	High Degree	3.98	High Degree
Overall Mean	3.43	Moderate Degree	3.88	High Degree

Table 8 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of communication when grouped according to age. Data evidently exhibits disparity between the degree of difficulties encountered by younger and older parents in communicating to their children. The younger home facilitators encountered moderate degree difficulty as seen in the mean rating 3.43 while the older ones had 3.88 or high degree difficulty. Data implies the role of generational gap in the ability of home tutors to communicate to their children. The younger generation are more exposed to socialization both physically and virtually which hone their social and communicative skills making it easier for them to communicate ideas and emotion to the learners. Their exposure to social media also developed their communicative competence in different languages used as medium of instruction. Such findings contradicted Castroverde and Acala (2021) upon stating that one major problem faced by parents an home facilitators in implementing the MDL is their lack of communication skills. These problems come across all ages. Comparative analysis indicated that the lack of communication is not dependent on parents personal and demographic profiles.

Table 9
Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Technical When Grouped According to Highest Educational Attainment

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. teaching beginning reading to my child.	3.59	High Degree	3.64	High Degree
2. planning the appropriate teaching approaches.	3.62	High Degree	3.55	High Degree
3. preparing instructional materials.	3.61	High Degree	3.85	High Degree
4. checking of the accuracy of the answers of my child.	3.71	High Degree	3.76	High Degree
5. comprehending the competencies.	3.25	Moderate Degree	3.64	High Degree
6. teaching basic mathematical operations.	3.47	Moderate Degree	3.45	Moderate Degree
7. developing basic literacy skills.	3.67	High Degree	3.64	High Degree
8. managing the learning attitude of my child.	3.89	High Degree	3.76	High Degree
9. developing comprehension of the child.	3.72	High Degree	3.79	High Degree
10. assessing their baseline performance.	3.75	High Degree	3.61	High Degree
Overall Mean	3.63	High Degree	3.67	High Degree

Table 9 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of technical when grouped according to highest educational attainment. As seen on this table, both respondents with lower and higher educational attainment were confronted with at par degrees of difficulty in teaching the children as evidenced by respective ratings 3.63 and 3.67 with equivalents high degree. It means that even if the home facilitators possessed college degree or had an entry level into college, it did not help them possess the technical capabilities required in teaching which comprised of content and pedagogy. Gueta and Janer (2021) disagreed to this finding, the implementation of modular distance learning revealed that education of parents contributes to higher learning outcomes. In their study, pea rents with higher educational attainment found it easier in teaching the competencies.

Table 10
Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Empathy When Grouped According to Highest Educational Attainment

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. understanding the emotion of the child.	4.08	High Degree	4.03	High Degree
2. motivating the child to study.	3.99	High Degree	3.97	High Degree
3. getting the child ready for the day's learning activities.	3.75	High Degree	3.97	High Degree
4. Managing their learning behavior during learning activities.	3.72	High Degree	3.82	High Degree
5. enforcing positive discipline.	3.79	High Degree	4.21	High Degree
6. understanding their difficulties.	3.87	High Degree	4.06	High Degree
7. determining developing negative emotions such as	3.55	High Degree	4.06	High Degree



disappointments, internal sadness which may result to depression.

8. understanding the physical well-being of the child.	3.78	High Degree	4.12	High Degree
9. identifying present emotional state.	3.83	High Degree	3.97	High Degree
10. ascertaining their mental well-being and readiness for the day's learning activities.	3.75	High Degree	3.94	High Degree
Overall Mean	3.81	High Degree	4.02	High Degree

Table 10 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of empathy when grouped according to highest educational attainment. Possessing higher levels of educational attainment did not give the edge for the home tutors to understand the behavior and socio emotional well-being of their learners better. The respective mean ratings are 3.81 and 4.02 for both respondents with lower and higher educational attainment with equivalents high degree signified that both of them really found it challenging in dealing with the attitude of the learners much more in understanding certain peculiar behaviors and certain ambivalence towards learning. This findings is akin to the assertions of Castroverde and Acala (2021), their findings revealed that the children of the recent century is very hard to understand, but their behaviors are hardest to discern during the Covid-19 pandemic. Their attitude towards learning diminished tremendously brought by lack of motivation.

Table 11

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Time Management When Grouped According to Highest Educational Attainment

Categories	Lower	Interpretation	Higher	Interpretation
	Mean		Mean	
1. budgeting the time within the week to accomplish the activities in the module.	3.83	High Degree	3.76	High Degree
2. allocating time in proofreading the answers of the child.	3.62	High Degree	3.58	High Degree
3. providing time for remediation.	3.59	High Degree	3.58	High Degree
4. allocating time for reviewing of answers.	3.66	High Degree	3.45	Moderate Degree
5. Reconciling time for household work and supervising the child in accomplishing the modules.	3.72	High Degree	3.73	High Degree
6. providing time for guided reading activities.	3.68	High Degree	3.61	High Degree
7. budgeting the competencies needed to be accomplished in the module.	3.59	High Degree	3.67	High Degree
8. providing emotional support due to overlapping of activities needed to be accomplished.	3.75	High Degree	3.61	High Degree
9. spending time counseling my child to lift up their spirit.	3.78	High Degree	3.67	High Degree
10. responding to school initiatives related to enhancing the learning of my child.	3.74	High Degree	3.67	High Degree
Overall Mean	3.70	High Degree	3.63	High Degree

Table 11 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of time management when grouped according to highest educational attainment. As indicated in the table, it could be gleaned that both respondent groups encountered high degree of difficulty in managing their time regardless of their educational attainment as seen in the respective ratings which are 3.70 and 3.63 with equivalents high degree. It means that both respondent groups are tending to their livelihood, work, younger children and regular home chores while caught in the new responsibility of teaching the students. Such findings agreed to Labo, Jalac, and Solano (2020) that their findings confirmed that the parents complained about their hectic schedules. Their busy schedules allocated for earning a living and doing household chores make them difficult to attend to the instructional demands of their children.

Table 12

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Communication When Grouped According to Highest Educational Attainment

Categories	Lower	Interpretation	Higher	Interpretation
	Mean		Mean	
1. Communicate to teachers the progress of the child.	3.78	High Degree	3.39	Moderate Degree
2. Seeking help from experts on competencies I can't understand.	3.68	High Degree	3.15	Moderate Degree
3. Responding to school initiatives related to enhancing the learning of my child.	3.71	High Degree	3.33	Moderate Degree
4. Coordinating to teachers for pedagogical help.	3.70	High Degree	3.39	Moderate Degree
5. Informing the teacher of the child's learning attitude.	3.63	High Degree	3.33	Moderate Degree



6. Schedule heart to heart conversation with the child.	3.89	High Degree	3.73	High Degree
7. Establishing teacher-child communication for learning interventions or clarifications of competencies.	3.72	High Degree	3.55	High Degree
8. Reaching out to the teachers for queries when teaching the child.	3.55	High Degree	3.58	High Degree
9. Establishing clear instructions which are comprehensible by the child.	3.67	High Degree	3.61	High Degree
10. Simplifying instructions and competencies within the module to make it more understandable by the child.	3.82	High Degree	3.73	High Degree
Overall Mean	3.72	High Degree	3.48	Moderate Degree

Table 12 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of communication when grouped according to highest educational attainment. Data exhibited a difference between level of difficulty between two respondent groups, the respondents with lower educational attainment exhibited greater degree of difficulty in communicating to the learners with a mean rating of 3.72 or high degree equivalent compared to those with higher educational attainment with rating 3.48 or a moderate degree equivalent. Consequently, education develops excellent communication skills and greater command of various languages used as medium of instruction giving those with higher educational attainment an advantage. Such results did not support Sarmiento (2022) as he disclosed that parents having higher educational attainment found lesser challenges in understanding the instructions in the SLMs as well as communicating instructions to their children.

Table 13

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Technical When Grouped According to Average Family Monthly Income

Categories	Lower	Interpretation	Higher	Interpretation
	Mean		Mean	
1. teaching beginning reading to my child.	3.34	Moderate Degree	3.90	High Degree
2. planning the appropriate teaching approaches.	3.43	Moderate Degree	3.78	High Degree
3. preparing instructional materials.	3.48	Moderate Degree	3.90	High Degree
4. checking of the accuracy of the answers of my child.	3.53	High Degree	3.94	High Degree
5. comprehending the competencies.	3.24	Moderate Degree	3.51	High Degree
6. teaching basic mathematical operations.	3.17	Moderate Degree	3.80	High Degree
7. developing basic literacy skills.	3.50	High Degree	3.84	High Degree
8. managing the learning attitude of my child.	3.67	High Degree	4.06	High Degree
9. developing comprehension of the child.	3.62	High Degree	3.88	High Degree
10. assessing their baseline performance.	3.60	High Degree	3.82	High Degree
Overall Mean	3.46	Moderate Degree	3.85	High Degree

Table 13 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of technical when grouped according to average family monthly income. By just looking at the table cursorily, the difference in challenges between respondents with lower income and higher income was made evident by the mean ratings and corresponding equivalents. The parents with lower family monthly income encountered lesser struggle in the area of technical as shown in the mean rating 3.46 or moderate degree compared to its counterpart 3.85 or high degree equivalent. It is indicative that home facilitators with higher income are busy at work giving them lesser time to study the content and the strategy to be used to attack certain competencies when teaching the learners. Datinginoo (2019) confirmed this claim upon stating that the income of the parents did not contribute them to become better facilitators of learning, although, some working parents with higher income afforded to hire a more capacitated home facilitator.

Table 14

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Empathy When Grouped According to Average Family Monthly Income

Categories	Lower	Interpretation	Higher	Interpretation
	Mean		Mean	
1. understanding the emotion of the child.	3.98	High Degree	4.16	High Degree
2. motivating the child to study.	3.88	High Degree	4.10	High Degree
3. getting the child ready for the day's learning activities.	3.60	High Degree	4.06	High Degree
4. Managing their learning behavior during learning activities.	3.60	High Degree	3.92	High Degree
5. enforcing positive discipline.	3.88	High Degree	3.96	High Degree
6. understanding their difficulties.	3.76	High Degree	4.12	High Degree
7. determining developing negative emotions such	3.50	High Degree	3.94	High Degree



as disappointments, internal sadness which may result to depression.

8. understanding the physical well-being of the child.	3.66	High Degree	4.14	High Degree
9. identifying present emotional state.	3.74	High Degree	4.02	High Degree
10. ascertaining their mental well-being and readiness for the day's learning activities.	3.64	High Degree	4.00	High Degree
Overall Mean	3.72	High Degree	4.04	High Degree

Table 14 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of empathy when grouped according to average family monthly income. Data is indicative of parallel degrees of difficulties for both respondents with lower and higher average monthly income as indicated in the respective mean ratings 3.72 and 4.04 or high degree equivalents. This is connotative that having higher income does not help home facilitators gain the ability to empathize and understand the feelings and emotions and thinking of their children in a better way. Guiamalon, Alon and Camsa (2021) quoted in their study that children of parents with higher income exclaimed the lack of time of their parents in following up their learning activities. Parents with higher income are usually busy in their work.

Table 15

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Time Management When Grouped According to Average Family Monthly Income

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. budgeting the time within the week to accomplish the activities in the module.	3.71	High Degree	3.92	High Degree
2. allocating time in proofreading the answers of the child.	3.50	High Degree	3.73	High Degree
3. providing time for remediation.	3.43	Moderate Degree	3.76	High Degree
4. allocating time for reviewing of answers.	3.47	Moderate Degree	3.75	High Degree
5.. Reconciling time for household work and supervising the child in accomplishing the modules.	3.64	High Degree	3.82	High Degree
6. providing time for guided reading activities.	3.59	High Degree	3.75	High Degree
7. budgeting the competencies needed to be accomplished in the module.	3.45	Moderate Degree	3.80	High Degree
8. providing emotional support due to overlapping of activities needed to be accomplished.	3.69	High Degree	3.73	High Degree
9. spending time counseling my child to lift up their spirit.	3.71	High Degree	3.78	High Degree
10. responding to school initiatives related to enhancing the learning of my child.	3.64	High Degree	3.80	High Degree
Overall Mean	3.58	High Degree	3.78	High Degree

Table 15 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of time management when grouped according to average family monthly income. The mean ratings are 3.58 and 3.78with equivalents high degree respectively for both respondents with lower and higher family monthly income. Data implies that possessing higher income does not help home facilitators become better time managers. Moreover, their income levels did not affect the number of responsibilities that they have to tend to everyday. Guiamalon, Alon and Camsa (2021) did not support this claim, in their study it was found out that parents with higher income found it more challenging to allocate time in teaching their children as most of them report to work from 8-5 PM.

Table 16

Difficulties Encountered by Home Facilitators in Teaching the Learners in the Area of Communication When Grouped According to Average Family Monthly Income

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. Communicate to teachers the progress of the child.	3.45	Moderate Degree	3.92	High Degree
2. Seeking help from experts on competencies I can't understand.	3.31	Moderate Degree	3.76	High Degree
3. Responding to school initiatives related to enhancing the learning of my child.	3.31	Moderate Degree	3.92	High Degree
4. Coordinating to teachers for pedagogical help.	3.29	Moderate Degree	3.96	High Degree
5. Informing the teacher of the child's learning attitude.	3.33	Moderate Degree	3.78	High Degree
6. Schedule heart to heart conversation with the child.	3.67	High Degree	4.04	High Degree



7. Establishing teacher-child communication for learning interventions or clarifications of competencies.	3.52	High Degree	3.84	High Degree
8. Reaching out to the teachers for queries when teaching the child.	3.52	High Degree	3.61	High Degree
9. Establishing clear instructions which are comprehensible by the child.	3.53	High Degree	3.78	High Degree
10. Simplifying instructions and competencies within the module to make it more understandable by the child.	3.71	High Degree	3.88	High Degree
Overall Mean	3.46	Moderate Degree	3.85	High Degree

Table 16 presents the overall result of the difficulties encountered by home facilitators in teaching the learners' in the area of communication when grouped according to average family monthly income. Data is indicative that the respondents with lower monthly income did not find much harder in communicating to the learners as evidenced in the mean rating 3.46 or moderate degree while its counterpart 3.85 or high degree. Results are indicative that the parents with lower income had more time in learning certain language competencies compared to those with higher income who are busy in their respective work. Agaton and Cueto (2021) contradicted this claim, according to their report, income did not help home facilitators possess greater ability to communicate with the children but it enabled some parents to hire a more competent home facilitator.

Conclusions

In conclusion, the degree of difficulty encountered by home tutors in teaching the learners were high degree in all areas of technical, empathy, time management and communication, therefore all of the learners were struggling to comprehend the competencies needed to be taught. They had also found it hard in coping up with how parents deal their attitudes and behavior; they needed to attune themselves to the level of communication skills home tutors possessed. The comparison between age, highest educational attainment, family monthly income, and number of children yielded parallel levels of difficulty in all areas as also shown in the lack of significant difference when statistically analyzed, therefore all of the learners experienced difficulty in coping up with the home facilitators teaching. Hinging on the findings and conclusions of the study, the following are hereby recommended: teachers would conduct clustered capability building of home facilitators in their respective purok centers, respondents would undertake the same measures to address their difficulties in each of the areas, and future researchers conduct similar study to further identify difficulties encountered by home facilitators and proposed doable solutions.

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