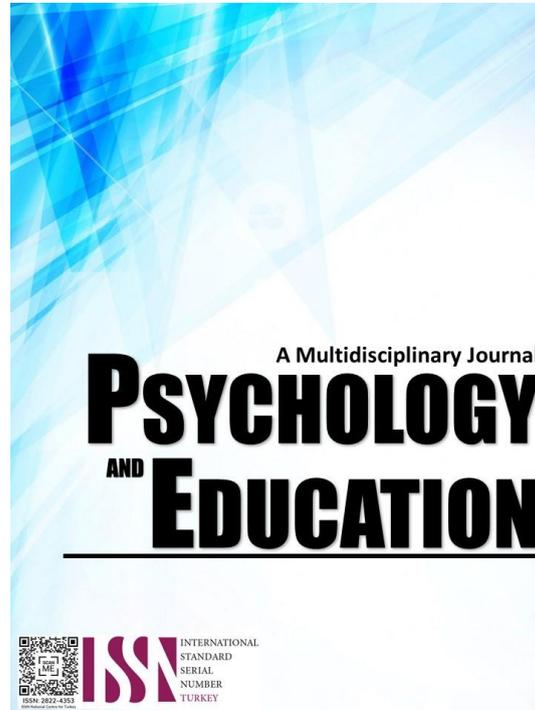


**STAKEHOLDERS EXPERIENCES IN MODULAR
DISTANCE LEARNING (MDL) IMPLEMENTATION:
MILAGROS EAST DISTRICT CASE**



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Stakeholders Experiences in Modular Distance Learning (MDL) Implementation: Milagros East District Case

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Abstract

This study focused on gains, pains, perceived effectiveness level, challenges and significant difference of Modular Distance Learning implementation through mixed method using survey questionnaire and interview. Study found MDL a good alternative mode of teaching, giving chance to work on difficult activities, giving time for independent study, problem-solving collaboratively, posing independent learning, safeguarding learners, making parents learn, saving money, and developing family rapport. Developed unmotivated people; required heavy workload; posed lower academic performance and lack of knowledge/training about modular teaching, incapacity of parents, and lost learners' interest; failed addressing individual differences; and gave difficulty in monitoring competency mastery; posed content difficulties, requires parental educational background, and lost children's motivation. It made learners dependent to parents and resulted to low performance. The perceived effectiveness level of implementation is moderate with significant difference. Major challenges showed appropriate, alternative, and intervention strategy application; and conveyance of practical skills. Along expertise, production of learning and supplemental material designs for learning needs, knowledge level assessment, and academic task completion. Vocabulary and positive attitude development, appropriate module design, and resource mobilization were challenges. Study concluded MDL is a good alternative program; gave chance to work on activities; gave time to study independently; enabled problem-solving collaboratively; and posed independent learning. It made learners safe, parents learn, saved money, and developed family rapport; it brought realization to parents about teaching. MDL developed unmotivated people; required heavy workload; and posed lower academic performance. There was difficulty in monitoring competencies, learners lost interest and difficulty in learning. Modular contents are difficult, thus learners turned to be dependent. It was also considered moderately effective due to development of educational support and sufficient time to master competencies. The study recommended that MDL may be continued for pandemic, utilized for learners experiencing threats, and for parents saving money. Teachers prepare motivating and engaging lessons and manage paper works, monitor and assist in mastering competencies. Also, seminar-workshops along intervention strategy application, appropriate learning material, assessments, and material designs.

Keywords: *challenges, modular distance learning, perceived effectiveness level, stakeholders experiences, public school*

Introduction

Despite the threat of COVID-19, education should continue. In the article of Ramos (2020), Education Secretary Leonor M. Briones said:

Children cannot wait; education cannot wait. And while admitting that the country could never attain full readiness.

In its shift to digital learning amid pandemic, education cannot really wait for the situation to return to normal. But it is important to note, that classes will be conducted through distance and blended learning and not face-to-face until a vaccine against the coronavirus disease becomes available. This is in compliance with the President's previous pronouncement that he is not inclined to allow the resumption of classes without a COVID-19 vaccine.

Briones, however, noted modular learning is the preferred mode of parents and students for the distance learning since access to technology and connectivity

remains a problem for most of them. Modular learning is the "backbone" of the DepEd's distance learning and other modes of learning such as online, and TV and radio broadcasts would supplement the modules. Unlike online distance learning, modular distance learning is a form of individualized instruction where students can use self-learning modules (SLMs) like textbooks, e-books, activity sheets and study guides. They can either be in print or digital format, which can be then opened using a tablet, computer, laptop, or smartphone.

The public health emergency brought about by COVID-19 calls for the Department of Education (DepEd) to be innovative and resourceful in delivering quality, accessible, relevant, and liberating education. In response to this emergency, DepEd developed the Basic Education Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are provided to learners in a safe manner, through different learning delivery modalities. In line with this, the Department, through its Regional and Schools Division Offices undertake the urgent and necessary development,



production and provision of learning resources, in accordance with its mandate.

Pursuant also to the 1987 Constitution Article XIV, Sections 1 and 2 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, whatever the situation is.

DepEd Order No. 21, s. 2019 or the guidelines on K to 12 Basic Education Program aims to set the standards and specifications in the provision of learning resources in the Implementation of BE-LCP. The learning resources like Self-Learning modules (SLM) serve as learning toolkits for learners where procedures, instructors and other details are provided to aid the learning process, with the supervision of responsible adults along with the continuous monitoring and guidance of teachers.

Working on the said premise, the Department hereby released the Most Essential Learning Competencies (MELCs) to be used nationwide by field implementers for SY 2020-2021 only. The Department emphasized that the review of K to 12 curriculum remains ongoing, and the experience with MELCs for this school year will be used to inform and enrich the curriculum review.

The SLM became an ideal learning resource and therefore a priority in remote distance learning where a teacher is unable to provide constant instructional supervision and guidance in classroom setting. With these SLMs, Modular Distance Learning (MDL) dominates the public schools in the entire Philippines due to low internet service, thus presents an entirely new learning environment or mode of learning for students requiring parents' and teachers' support to be successful (Romiszowski, 2004).

Modular Distance Learning (MDL) is not new in the educational system in the whole world. Despite the splendid role and increased popularity of the modular distance learning, the quality of education via distance education has been called to question (Dede, 1996; Harrison 2001 as cited in Peat and Helland, 2002). Different people perceived the advantages of MDL differently and their perceptions and experiences have influenced attitudes towards the acceptance and use of MDL in the system in our country and elsewhere. Out

of the various problems facing distance education today, a very important one is how was the experience of the individuals involved in it. In other words, assessing problems on accurate experiences of the sector by beneficiaries and/or stakeholders is a crucial factor. This is because the success of the modular distance education system could be affected by how it is viewed by the individuals involved in it.

The primary justification of the focus of the study is that the achievement or effectiveness of the implementation of MDL could be influenced to a great extent by the stakeholders comprising learners, parents and teachers' experiences and views.

With the current situation in the Schools Division of Masbate which is not used to MDL implementation just like other Schools Divisions in the Philippines, it is presumed that there are different experiences met by different stakeholders which can be bases of the future actions by the SDO in relation to MDL implementation.

Research Questions

This study focuses on the stakeholders' experiences in Modular Distance Learning (MDL) Implementation of Milagros East District that specifically it sought answers to the following questions:

1. What are the gains of Modular Distance Learning as viewed by:
 - 1.1. learners;
 - 1.2. parents; and
 - 1.3. teachers?
2. What are the pains of Modular Distance Learning as viewed by:
 - 2.1. learners;
 - 2.2. parents; and
 - 2.3. teachers?
3. What is the perceived effectiveness level of Modular Distance Learning as viewed by:
 - 3.1. learners;
 - 3.2. parents; and
 - 3.3. teachers?
4. Is there a significant difference in the perceived effectiveness level of Modular Distance Learning as viewed by:
 - 4.1. learners;
 - 4.2. parents; and
 - 4.3. teachers?
5. What are the major challenges posed by Modular Distance Learning along:
 - 5.1. Major/General subjects taught;
 - 5.2. expertise; and
 - 5.3. experience

survey-questionnaire gathered all the quantitative data while the open-ended questions in the questionnaire for the qualitative data.

Methodology

Research Design

The researcher used quantitative – qualitative method of research. As quantitative method, it described numerical data on the effectiveness level in implementing Modular Distance Learning in Milagros East District, while qualitative aspect is based on other views of learners, parents and teachers about Modular Distance Learning (MDL) Implementation this school year 2020-2021.

Quantitative research as defined by Pritha Bhandari is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. It is widely used in the natural and social sciences: biology, chemistry, psychology, economics, sociology marketing, etc.

Bhandari (2020) stated that qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research.

Qualitative research also is the opposite of quantitative research that involves collecting and analyzing numerical data for statistical analysis. It is commonly used in the humanities and social sciences, in subjects such as anthropology, sociology, education, health sciences, history, etc.

The survey questionnaire or checklist for the four groups of respondents has (5) sections: Demographic Data; Gains in Modular Distance Learning (MDL) Implementation; Pains in Modular Distance Learning (MDL) Implementation; Effectiveness Level of Modular Distance Learning (MDL) Implementation; Challenges posed by Modular Distance Learning (MDL) Implementation; and Open-ended questions or the other views on Modular Distance Learning (MDL) Implementation this school year 2020-2021. The

Table 1. *Number of Respondents by School*

School	Respondents					Total
	School Head	Teachers	Parent/ Guardian	Learners		
Amado Beluso Elementary School (ES)	1	7	7	7	22	
Bara ES	1	7	7	7	22	
Calasuche ES	1	7	7	7	22	
Capaclan ES	1	3	7	7	18	
Clemente Bajar ES	1	6	7	7	21	
Dominador D. Trabado ES	1	7	7	7	22	
Francisco D. Lareta ES	1	7	7	7	22	
Jose Aninang ES	1	4	7	7	19	
Jamorawon ES	1	7	7	7	22	
Magsalangi ES	1	7	7	7	22	
Matagbac ES	1	7	7	7	22	
Milagros East Central School	1	7	7	7	22	
Pedro Bautista ES	1	7	7	7	22	
Punta Tigbao ES	1	7	7	7	22	
San Jose ES	1	7	7	7	22	
San Antonio ES	1	6	7	7	21	
San Vicente ES	1	4	7	7	19	
San Carlos ES	1	7	7	7	22	
Sawmill ES	1	7	7	7	22	
Tagbon ES	1	7	7	7	22	
Tigbao ES	1	7	7	7	22	
Tesa ES	1	6	7	7	21	
Tinaclipan ES	1	7	7	7	22	
Vicente Oliva ES	1	7	7	7	22	
Total	24	155	168	168	515	

Respondents

The respondents were the selected learners, parents and public elementary school Kindergarten to Grade-6 teachers implementing Modular Distance Learning (MDL). All school heads, being the overall in-charge of the Basic Education Learning Continuity Plan (BE-LCP) which embodies the implementation of the Modular Distance Learning (MDL) were mandated respondents while the teachers are those who handle the class this year 2020-2021 in each level. In the case of learners, there was one learner-respondent per grade level in all schools while the parents or guardians are those who have children studying in the schools mentioned.

Sample and Sampling Techniques

The researcher used non-proportional quota sampling methods in the identification of the respondents. Medcraveonline.com states that the non-proportional quota sampling is a technique with small restriction of minimum of sample number of unit from each category. It's not interested in having a number that will match the proportions of the population. Rather the need to have sufficient to guarantee that the researcher will be capable to talk about even a small cluster in the population. The method is a non-probabilistic sampling that typically used in assuring that small groups of samples are adequately represented.

School Heads of the 24 schools was one group of respondents. This group of respondents had been into purposive sampling. Teachers as another group of respondents were representatives only per grade level per school, thus seven (7) per school, except for those schools which are not complete elementary or under multigrade classes. The parents and learners were also seven (7) each per school, one (1) per grade level.

Table 1 showed the number of respondent per school in the entire Milagros East District. Out of the 24 schools covered, there were six (6) schools where teachers are not seven (7). In total, the study gathered data from 24 school heads, 155 teachers, 168 learners and 168 parents/guardians with a total of 515 populations. In the interview, the researcher involved, four (4) learners, fourteen (14) parents, and three (3) teachers with the total of twenty-one (21) who shared or wrote their other experiences based on implementation of MDL during interview.

Instrumentation

The researcher made use of the teacher-made survey questionnaire checklists and interview guide which were contextualized and translated into Minasbate for learners' and parents' comfort and ease in answering the questionnaire and to get also the most desired data from these groups of respondents.

The instrument was a six-page material with four features. The respondents wrote the information asked on the first part; ticked or put a check on the situation which best describe or tell his/her experiences as gains in implementing MDL on the second; situation which best describes or tell his/her experiences as pains in implementing MDL on the third; perceived effectiveness level of MDL on the fourth; and for the last part, the challenges posed by MDL to them.

The learners were currently enrolled in Modular Distance Learning for the first time this academic year 2020-2021, the same with the parents who were neophytes in this learning modality for their children's education, and the teacher's respondents were those who used modular approach. The respondents were asked if they are willing to participate in the study and if they are, they were considered as respondents.

The researcher asked the permission of the parents to include their children in the study since they can give consent for their kids who are still minors.

The researcher drafted the questionnaire and submitted to the adviser for further review then forwarded for quality assurance of the Division Office personnel in-charge of the Monitoring and Evaluation and on the implementation of the Learning Continuity Plan (LCP) and Learning Delivery Modality (LDM) Course. The questionnaire had undergone testing to different groups of respondents, namely: learners, parents, and teachers in the locale of the study.

Results of the testing had been treated by the researcher based on the feedback of the Quality Assurer from the Division Office. The items that the respondents found hard were revised without sacrificing the objectives and data that it tends to gather from the group of respondents. The difficult words were refined or modified after the testing. After this process, the refined questionnaires were rechecked to test its applicability before it would be distributed to the identified respondents.

Data Collection Procedure

To capture the essence of the phenomenon under



investigation, a letter of permission was addressed to the Schools Division Superintendent requesting to conduct the study and administer the data gathering tools to the identified learners, parents, and teacher respondents of the public elementary schools in Milagros East District. The school heads and the learners, parents and teacher-respondents were informed about the nature of the research, the topic to be discussed and extent of their participation. After seeking their permission and willingness to participate, the Survey Questionnaire, Checklist Form and Interview Sheet were given. To elicit natural responses for questions, the respondents were interviewed in locations of their own choice, including in their own stations. The researcher gave time to the respondents to complete the questionnaire in order to gather reliable data. The in-depth and semi-structured interview was conducted for the teachers in English since the respondents are proficient in English while Minasbate for learners and parents and they will be given freedom to answer the questions in any medium of communication they are comfortable with - in Filipino, or in their native language, which is Minasbate, to ensure the richness of data. The interview focused on the gains, pains, effectiveness level and challenges posed in the implementation of MDL.

The qualitative data were analyzed through thematic analysis. Caulfield (2019) emphasized that thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as interview transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly. However, thematic analysis was a flexible method that was adapted in this kind of research. Thematic analysis allowed the researcher a lot of flexibility in interpreting the data, and allowed to approach large data sets more easily by sorting them into broad themes. Furthermore, it also involved the risk of missing nuances in the data and is often quite subjective and relies on the researcher’s judgment, so the researcher reflected carefully on choices and interpretations.

Results and Discussion

Gains in Modular Distance Learning Implementaion (MDL)

Distance learning might not be the best choice for all learners but it was the best choice for the learners in Milagros East District. Parents and teachers, seeking to continue the education of their learners during this pandemic, provided their list of gainful experiences.

Gains in Modular Distance Learning as Viewed by Learners

Learners, being the primary subjects of the Modular Distance Learning, are the best persons who can determine if what are the good sides of the modality. With the pandemic, educators and learners have no other option but to deal with the modality and knowing their experiences is worthwhile not only to educators but to the stakeholders.

Table 2a shows the gainful experiences of the learners along implementation of Modular Distance Learning.

Table 2a. *Gains of Modular Distance Learning as viewed by Learners*

INDICATORS	Frequency	Percentage
a very good alternative program or mode of teaching and learning to continue education despite of COVID-19	111	96.54 %
giving a chance to learners to work on the activities, assignments and questions with areas of difficulty before the date of retrieval of modules	107	93.04%
giving a sufficient time to study the lessons independently or with the assistance of family	99	86.96%
enabling the learners, parents and teachers to solve the problems which they encounter in the modules collaboratively	99	86.09%
accepting greater responsibility for independent learning	95	82.61%
developing rapport among learner, parents and teachers	80	69.57%
facilitating to receive immediate feedback on the learning progress and also on the performance of the learners based on the learning competency.	78	67.82%
R reducing drop-out rate	74	64.35%
suited better to independent learning	65	56.52%
increasing motivation along teaching-learning process.	63	54.78%
making learning convenient	37	32.17%

It can be gleaned from the table that the top five (5) where almost three-fourths of the learner respondents considered as gains are: MDL is a very good alternative program or mode of teaching and learning to continue education despite of COVID-19. This was followed by giving a chance to learners to work on the activities, assignments and questions with areas of difficulty before the date of retrieval of modules, giving a sufficient time to study the lessons independently or with the assistance of family, enabling the learners, parents, and teachers to solve the problems which they encounter in the modules collaboratively and accepting greater responsibility for independent learning.

Out of the 115 learners, 96.54% or 111 of them said that MDL is a very good alternative program or mode of teaching and learning to continue education despite of COVID-19. Those who said giving a chance to learners to work on the activities, assignments, and questions with areas of difficulty before the date of retrieval of modules reached 93.04% or 107 while 86.09% or 99 of them said that it is a gain for them since Modular Distance Learning is giving a sufficient time to study the lessons independently or with the assistance of family and enabling the learners, parents, and teachers to solve the problems which they encounter in the modules collaboratively. Modular Distance Learning also makes learners accepting greater responsibility for independent learning has 82.61% or 95 responses. However, 32.17% of the learner respondents or 37 learners have considered that MDL made learning convenient. Noting the top answers of the learners, it was implied that MDL is doing good to them specially in the attitude of learners towards learning.

Amir, et al. (2020) found out that higher number of first-year students preferred DL compared to their seniors just like the learner respondents who also preferred MDL during this pandemic. However, senior students preferred CL for group discussion, as DL resulted in more difficult communication and gave less learning satisfaction. Only 44.2% students preferred Distance Learning over Classroom Learning, although they agreed that Distance Learning gave a more efficient learning method, it provided more time to study and to review study materials. However, it could be seen that most of the learners are having difficulty in this new learning modality. Pe Dangle and Sumaoang (2020) quipped that 90% of the participants had a hard time answering their modules. Half of them do not have enough time to accomplish all their modules within a week. They often receive at least eight (8) modules in all subjects and each module has three to five activities. The two studies posited that in

some aspects of schooling, Modular Distance Learning has its gains especially for the beginners but not for seniors but the time allotment is a constraint similar to the considerations of the learners as revealed by the results of the survey.

Bijeesh (2017) as cited by Sadeghi (2018), argued that there's no time wasted in going to and from college, and no time wasted waiting for a bus or train. In a distance learning program, classroom is right in bedroom - the study material on desk or the e-material on computer. Sadeghi wanted to stress that time is not wasted anymore in the distance learning since materials are accessible. Students who don't have enough time on their hands can turn to distance education as an option and pursue it from the comfort of their homes. Similarly, Korolkov et. al (2020) found out that the characteristic features of the advantages to students are the features that directly affect their personal life and convenience: saving time and money and comfortable learning conditions. They assumed that this percentage characterize the number of students with high motivation to study, regardless of its implementation form. This implies that learners consider MDL good because of the convenience in travelling to and fro to school, thus it generally gives comfort to them.

Modular Distance Learning is a good way to teach during pandemic

Learners have expressed their affirmation that Modular Distance Learning is the best way for them to learn while the entire country is under restrictions on face-to-face learning under the COVID-19 pandemic.

maayo na pamaagi san pagatukdo kag pagpaaram para mapadayon an edukasyon bisan may COVID-19 (It is a good way to teach and learn in order to continue education despite the COVID-19)(Learner A)

Mabuti na rin pong modyul muna ako kaysa mahinto ang aking pag-aaral sayang po ang taon na matatambay po ako sa aking pag-aaral kahit papaano may matutunan pa naman po ako sa pagtuturo ni maam.

(It's good for me to have modules for a while than to stop studying and even in this way I am also learning through the teachings of my teacher.)(Learner B)

Nagkaroon ng sapat na oras upang pag-aralan ang mga subject [sic] [subjects]. Sarili ang oras sa pag-aaral. Nakakapagbigay ang magulang ng opinion tungkol sa mga tanong sa bawat modules.



(I've got sufficient time to study my subjects. I own the time in learning the subjects. My parents also gave opinions about the questions in the modules) (Learner C)

Gains in Modular Distance Learning as Viewed by Parents

Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child (FlipScience, 2020).

Table 2b showed the different gains in the implementation of the Modular Distance Learning as viewed by the parents. Under this modality, parents served as the learning facilitators in their homes and their roles really have changed, thus it is important to listen to their voices.

Table 2b. *Gains in Modular Distance Learning as Viewed by Parents*

INDICATORS	Frequency	Percentage
a very good alternative program or mode of teaching and learning to continue education despite of COVID-19	107	83.59%
giving a chance to learners to work on the activities, assignments and questions with areas of difficulty before the date of retrieval of modules	107	83.59%
enabling the learners, parents and teachers to solve the problems which they encounter in the modules collaboratively	94	73.44%
giving a sufficient time to study the lessons independently or with the assistance of family	89	69.53%
accepting greater responsibility for independent learning	86	67.19%
developing rapport among learner, parents and teachers	80	62.5%
facilitating to receive immediate feedback on the learning progress and also on the performance of the learners based on the learning competency.	70	54.69%
increasing motivation along teaching-learning process	58	45.31%
1 reducing drop-out rate	56	43.75%
suited better to independent learning.	51	39.84%
making learning convenient	37	28.91%

Because of the fact that parents are now serving also as

teachers, they can easily determine if what is or are the good side/s of the modality and their experiences are worth noting, not only to educators, but to our stakeholders. If compared to the gains viewed by the learners, three-fourths of parents have only three gains considered, and these are: a very good alternative program or mode of teaching and learning to continue education despite of COVID-19; giving a chance to learners to work on the activities, assignments and questions with areas of difficulty before the date of retrieval of modules; and enabling the learners, parents, and teachers to solve the problems which they encounter in the modules collaboratively. This is implying that parents are considering the importance of continuing the education in this pandemic, that they cannot afford to let their kids forget about schooling.

Out of the 128 parents, 83.59 or 107 of them said that Modular Distance Learning is a very good alternative program or mode of teaching and learning to continue education despite of COVID-19 and giving a chance to learners to work on the activities, assignments and questions with areas of difficulty before the date of retrieval of modules. Those who said Modular Distance Learning enabling the learners, parents and teachers to solve the problems which they encounter in the modules collaboratively reached 73.44% or 94, while 69.53% or 89 of them said that Modular Distance Learning is giving a sufficient time to study the lessons independently or with the assistance of family, parents, and teachers to solve the problems which they encounter in the modules collaboratively. The least indicator the parents considered gain in Modular Distance Learning is it makes learning convenient, according to 28.906% or 37 which is very similar to the perceptions of the learners.

It was found out that most of the parents responded that they have enough time to academically assist their child/children in answering their modules. Moreover, 79% of the parents do not have difficulties with the set schedule of the retrieval and submission of their child's/children's modules (Pe Dangle et.al, 2020). In this study, parents consider the enough time they have with their children as one used in solving problems in the modules collaboratively which means that they are helping one another in solving difficulty found in the modules and this connotes that parents are playing their roles under the Modular Distance Learning implementation.

However, on the article published by Tan (2017), the student will simply digest the information provided without understanding it because they just relay from their tutor like their older siblings who give their

answers in a module which happened to be a spoon-feeding environment for them. Many parents, students and teachers regard the results of this spoon-feeding as “regurgitation”. There’s no change in the content as it is reproduced word for word. This leads to stagnancy in education because no development is made as the student’s brain processes the data and also this leads to poor performance in initial jobs, inadequate recommendations and slow progress. So, Modular Distance Learning where learning becomes convenient and making learning easy is not all gainful for parents.

Modular Distance Learning is for safety of learners

With the different answers of the parents from the interview, they are one in saying that Modular Distance Learning is securing the safety of the learners while the whole world is battling the pandemic. Parents stated that:

Ang kabutihan na naidudulot ay ang pag-iwas sa mga bata sa COVID-19 ayos po ang ganitong paraan sa pagtuturo para maiwas ang pagdami ng virus. (The gainful effect is to keep the children away from COVID-19. This is a good means to avoid proliferation of virus.) (Parent A)

Bisan papan`o dili nakalimot an mga bata sa inda leksyon sa eskwelahan. (At least, children are not forgetting their lessons in the school.) (Parent B)

This has a relation to the article published of Adorador, (2020) where students enroll not because they want to learn but because they don’t want to be left behind. They attend online classes and answer their modules and course packs, not because they want to learn but because they need to comply with these requirements to get a degree and diploma. Thus, it is evident from the answers of the parents that they are embracing Modular Distance Learning for it can secure their children, not only from the menacing virus but also for them to continue on learning. It is quite positive for the parents and it shows future invasion. Parents in Milagros East District are still believers of the future and that despite the pandemic, they can still make things right, and that is learning and securing everything while in a pandemic.

Modular Distance Learning makes parents learn also

Aside from making the learners safe while learning,

parents also viewed Modular Distance Learning in a different lens, that is while helping their kids and wards, they are also learning out of the lessons that they are facilitating. Accordingly, in the published article of Manila Times, parents have always played a crucial role in their children’s emotional and intellectual development and one of the parents named Esther like her set an inspiration to both her children and her community where she still pursued her own education despite her age as she recently finished Grade 12 at Sta. Monica Institute of Technology while assisting her two children in this Modular Distance Learning.

Medyo nakukuha man san dyutay na kaaraman an ginikanan. (Parent C) (The parent got few learnings)

In the implementation of Modular Distance Learning, parents are hands-on in assisting their children in terms of dealing with the content of the modules. While doing these, they also gain learnings. This offshoot event is connected to the learning by doing or experiential learning theory of John Dewey who believed that reality must be experienced through hands-on approach.

Modular Distance Learning saves significant amount of money

Parents viewed that Modular Distance Learning saved them money. They said they have lessened expenses for school events and other projects which are not required anymore in the Modular Distance Learning. This is in contrast with the article of Straumsheim (2017) entitled “Distance Education Costs More, Not Less”, where he stressed that according to the study conducted by the WICHE Cooperative for Educational Technologies (WCET), it was found that most colleges charge students the same or more to study online. And when additional fees are included, more than half of distance education students pay more than do those in brick-and-mortar classrooms. This article is focused on the online distance learning while the modality used in Milagros East District is Modular Distance Learning using module sin print. The difference now justifies the very reason why there is also a different perception as to cost.

Nakapahagan-hagan san garastusan, waran na nagasukot bulan-bulan pamasahi pakadto sa eskwelahan an balon lang ang wala mawara nangayo ghaon dili nasayang an panahon ninda para makapadayon san pag-eskwela.

(It lessened our expenses. There’s no one to ask ask

for monthly payment for school transportation except the allowance. Then their time were not wasted since they continued schooling) (Parent D)

As mentioned by Mahlangu (2018), distance learning is one of the most financially affordable and viable forms of education. Adult students generally have many responsibilities due to time and other constraints in their personal life. But these responsibilities significantly reduced their opportunity to study both in foreign country and in another city. In this study however, the learners even at their young age are subjected to the modality in order to be protected from the virus.

Modular Distance Learning develops rapport among the family

With the role of the parents in the Modular Distance Learning, the study of Bhamani, et al. (2020) found out that parents too have adapted quickly to address the learning gap that have emerged in their children's learning in these challenging times. It recommends that measures should be adopted to provide essential learning skills to children at home making them to see that in Modular Distance Learning, parents have to establish rapport in order to assist the learners.

Nabubuligan san ginikanan an mga bata san iban na dili ninda aram sa modules.

(The parents help their children with lessons in the modules that learners do not know.) (parent E)

Bisan malisod ginaspik na maanseran kag ginabuligan san ginikanan para lang makaaram bisan papan`o an mga kabataan.

(Although it's difficult, we are determined to answer with the help of parents just to make the children learn.) (parent F)

Gains in Modular Distance Learning as Viewed by Teachers

The teacher takes always the responsibility of monitoring the progress of the learners with or without pandemic. The learners or parents may ask assistance from the teacher about the modules based on the new set up. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, M.A., 2020). Teachers also are bringing the classrooms to the learners' home and in constant assessment while implementing the Modular Distance Learning as mandated by the Department of Education (DepEd Order 12, s. 2021).

Table 2c showed the different gains in the implementation of the MDL as viewed by the teachers. Under this modality, teachers' role as the learning facilitators is highly needed while face-to-face daily teaching is prohibited and still it is important to discern their gainful experiences during this pandemic where their mode of teaching really have changed from classroom to remote teaching in which they are not used to and these are all new experience to them whether they are new or old in the service.

Table 2c. *Gains in Modular Distance Learning as Viewed by Teachers*

INDICATORS	Frequency	Percentage
a very good alternative program or mode of teaching and learning to continue education despite of COVID-19	117	87.97%
accepting greater responsibility for independent learning	103	77.44%
giving a sufficient time to study the lessons independently or with the assistance of family	103	77.44%
4 giving a chance to learners to work on the activities, assignments and questions with areas of difficulty before the date of retrieval of modules	89	66.92%
enabling the learners, parents and teachers to solve the problems which they encounter in the modules collaboratively	86	64.66%
developing rapport among learner, parents and teachers	85	63.91%
suited better to independent learning	76	57.14%
facilitating to receive immediate feedback on the learning progress and also on the performance of the learners based on the learning competency	65	48.87%
reducing drop-out rate	65	48.87%
making learning convenient	48	36.09%
1 increasing motivation along teaching-learning process	45	33.83%

Based on the answers of the teachers, it can be seen that the top five (5) where almost three-fourths of the teacher respondents considered as gains are: MDL is a very good alternative program or mode of teaching and learning to continue education despite of COVID-19. This was followed by accepting greater responsibility for independent learning, giving a sufficient time to study the lessons independently or with the assistance of family, giving a chance to learners to work on the

activities, assignments and questions with areas of difficulty before the date of retrieval of modules and enabling the learners, parents and teachers to solve the problems which they encounter in the modules collaboratively. As compared to the learners and parents, teachers got the same views of the gains or advantages that the Modular Distance Learning has to them or their jobs. Again, the modality is believed to be the best option that the Department has in order not to cease education while the world is restricting face-to-face interaction.

Out of the 133 teachers, 87.97% or 117 of them said that MDL is a very good alternative program or mode of teaching and learning to continue education despite of CoViD-19. Those who said accepting greater responsibility for independent learning and giving a sufficient time to study the lessons independently or with the assistance of family reached 77.44% or 103. On the other hand, 33.83% or 45 said it is increasing motivation along teaching-learning process.

Teachers considered Modular Distance Learning as a helpful means to continue education despite the pandemic. In the continuance of education, learners really will not be departed in learning especially those who are not fond of reading. They will be forced to read and study because they are in a certain grade level despite their absence in the school. It is also important to see that teachers are viewing Modular Distance Learning as an avenue for learners to become independent. To learn by their own is one thing that education is aiming. Most of the learners are just relying on the teachers are facilitating inside the classrooms, however, with the Modular Distance Learning where they will read modules, they will be surfing different materials in order to learn more and this marks independence among them.

As quoted by Pe Dangle and Sumaong (2020), the use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered (Nardo, M.T.B, 2017). Other advantages of modular instruction include more choice and self-pacing for students; more variety and flexibility for teachers and staff; and increased adaptability of instructional materials.

Similar findings of Manlove and David (1985) as cited by Ali et.al (2010) who said that modular teaching is concerned for each pupil as an individual with his own special aptitude and interest, goal of helping each student to think for himself and allowing the individuality to each learner. The emphasis must be on the one-on-one student with unique abilities, aspiration and influencing experiences and, again to provide quality education, the teacher must personalize and individualize the instructional program. When a teacher devoted to individual learning, he finds time for personal discussion with pupils and giving them individual help. The individual learning may help in developing many notable and self-reliant characters, and in much more modern ways pupils enjoy periods in which they pursue their interests and satisfy their curiosities.

Modular Distance Learning made parents realize what it takes to be a teacher

With the present setup of schooling, parents have substituted teachers in teaching their kids in school. With the roles played by parents, teachers concluded that one thing beautiful with the situation is that the parents realized how to be a teacher and not to blame teachers of what their kids have learned or failed to learn.

Give parents deeper understanding about the functions of a teacher on how to deliver learning to pupils. (Teacher A)

Parents have been given time to reflect on what it takes to be a teacher. It is clear that before the Modular Distance Learning implementation, parents seem not to understand what the role of the teachers are. As stated by Bhamani, et al. (2020) that parents too have adapted quickly to address the learning gap that have emerged in their children's learning in these challenging times. On this situation, it can be noticed that parents are really trying their best to equip their children with necessary life skills that teachers usually do making them realize how it is to be a teacher.

Pains in Modular Distance Learning Implementation

Learners are now placed in a situation of sudden school closure and a complete lockdown on social gatherings. Many newspaper opinions and notifications also talked about the loss of learning and its impact on them (CDC, 2020; Jinshan, 2020; UNESCO, 2020) as cited by Bhamani et. Al (2020). There are various reasons and factors for considering



the painful experiences the learners had as learning modality changed into Modular Distance Learning.

Pains in Modular Distance Learning as Viewed by Learners

Learners, being the primary subjects of Modular Distance Learning, are the best persons who can determine if what are the not so good sides of the modality. With the pandemic, educators and learners have no other option but to deal with the modality and knowing their experiences is worthwhile not only to educators but to our stakeholders.

Table 3a shows the experiences considered as pains of the learners along implementation of Modular Distance Learning.

Table 3a. *Pains in Modular Distance Learning as Viewed by learners*

INDICATORS	Frequency	Percentage
developing unmotivated people due to the distance between teacher and learner as compared to face-to- face daily interaction	73	63.48%
requiring heavy workload or paper works	72	62.61%
posing lower academic performance	70	60.87%
posing lack of knowledge/training about modular teaching	68	59.13%
developing unmotivated people due to the distance between teacher and learner as compared to face-to- face daily interaction	68	59.13%
failing to addresses the individual differences or teaching and learning styles	67	58.26%
giving difficulty in monitoring and assisting the mastery of learning competencies	66	57.39%
creating withdrawal mood to accomplish the modules	63	54.78%
allowing typographical errors present in modules	52	45.22%
encountering communication problem	52	45.22%
tolerating the use of incomplete module content	47	40.87%
failing due to lack of electricity	47	40.87%
lagging behind due to lack of printing materials	47	40.87%
making teachers distribute not contextualized modules	41	35.65%
bearing delayed module distribution	37	32.17%
experiencing lack of parents' support	34	29.56%

From the table, the high three (3) indicators that the learner respondents considered as pains are: Modular Distance Learning is developing unmotivated people

due to the distance between teacher and learner as compared to face-to-face daily interaction. Second, Modular Distance Learning is requiring heavy workload or paper works and the last is posing lower academic performance. With the top answers of the learners, it is impliedly saying that learners see the modality effective to them as it made them perform low in terms of academics aside from the loaded lessons the modules contained.

Out of the 115 learners, 63.48% or 73 of them said that MDL is developing unmotivated people due to the distance between teacher and learner as compared to face-to- face daily interaction. Those who said requiring heavy workload or paper works reached 62.61% or 72 while, 60.87% or 70 is posing lower academic performance. However, learners of 32.17% or 37 said Modular Distance Learning is bearing delayed module distribution and 29.57 or 34 considered that in MDL they are experiencing lack of parents' support.

Bhamani (2020) stressed that due to the sudden closure of schools, students are missing social interaction which is vital for better learning and grooming. Just like what the learner respondents have considered that they have lost motivation due to the distance they have with their teachers. This means that teacher's roles in motivating learners is really important and that this is not anymore felt by the learners. Finding ways to increase motivation is crucial because it allows us to change behavior, develop competencies, be creative, set goals, grow interests, make plans, develop talents, and boost engagement (Souders, 2020). Just about every academic activity came to a sudden standstill, resulting in a negative impact in children's routines, mindset and future (Mitsuru & Okutsu, 2020; Razzaque, 2020; UNESCO 2020).

It is a challenge now for the implementers of Modular Distance Learning to become creative in order to motivate the learners to study despite the distance that they have with them. Teachers and other authorities must deal with it and must consider viable measures to be incorporated in the plans activities or strategies that will motivate the learners to study while the closure of schools are still implemented.

When schools close, many children and youth miss out on social contact that is essential to learning and development (Union, 2020) as cited by Bhamani. This has an immediate as well as a long-lasting effect, particularly for the more vulnerable and disadvantaged communities or remote areas.

The second indicator as pains of Modular Distance



Learning for the learners is requiring heavy workload or paper works the same with the study of Vidal Rodiero, (2008) who found out that students of modular mathematics experienced longer periods of higher workload than linear students did in the first half of the year. Mathematics students felt a considerable amount of stress and pressure and reported putting forth a lot of effort while sitting the modular examinations. Also, for students in English, the workload varied considerably during the course of the year and there were no differences in linear and modular students' workload levels. The same with the learner respondents in this study who stress that having more activities inside the module with all subject just to finish this in a week gives them an overload task to do and unable them to accomplish before the retrieval date of modules.

It also mentioned that making the study material or open contents developed difficult to follow, and as a result, reducing the enthusiasm of learners in their respected studies; the lack of any clear quality assurance mechanism, which may result in unclear standards and by consequence, poor quality of distance education; and the lack of support from the relevant governing bodies, which may be exhibiting poor participation, brought about by a lack of appropriate human and infrastructure capacity according to study of Mahlangu, (2018). As found in this study that learners are declining in motivation due to absence of teachers, it can also be attributed to the types of lessons found in the modules as distributed to the learners or the way lessons are presented in the modules. The content of some modules received by the respondents where they found difficult to understand and without the assistance given it makes them feel unmotivated to continue their study through Modular Distance Learning. It is really a challenge among module writers to make their module suited to learners and they be motivated enough, otherwise, teaching and learning process will be a failure.

Modular Distance Learning is posing lower academic performance and considered as the third highest painful experience as viewed by the learners. Along with the implementation of Distance Education is the inability to conduct practical classes under the direct supervision of a teacher which negatively affects the development of practical skills in practice-oriented academic disciplines, including medicine and physical education as stated by Korolkov et. al (2020).

On the other hand, Burdina et. al, (2018) believed that students need not only facilitators to get better grades, but also a teacher mentoring them. Student-teacher

communication can help students to raise their academic performance and motivation. But with the implementation of Modular Distance Learning, where there is no face-to-face interaction between the learners and teacher, it makes the biggest adjustment for learners without their teacher who can directly teach them and explained their lesson knowledgeably with some practical and authentic examples which they could no longer acquire or experienced anymore especially if there's no one in their homes that could be their facilitator it is because of the distance with their learnings during pandemic.

The Experiential Learning Theory of John Dewey also known as learning by doing John Dewey which believed that reality must be experienced through hands-on approach to learning is thereby reinforced in this study. It is a public knowledge that teachers are letting learners experience different things inside the classroom in order to the make them experience the concepts which are absent in the Modular Distance Learning and becomes a challenge among teachers to provide learning experiences which are experiential for the learners.

Every learner comes into the learning spaces with varied needs, knowledge, skills, and personalities. Designing learning plans poses difficulty in addressing student diversity and this makes differentiation to make individualized lessons difficult for teachers especially when facilitating different classes consisted of many learners (Pappas, 2015). Since students work remotely, teachers will prepare lessons that fit their needs. Some lessons require collaboration, while some need in-depth interaction which seem a challenge in remote learning. Also, it is even worse for struggling students who need further support and assistance. Differentiating lessons require materials and resources to enrich the understanding of concepts, yet learners' home cannot sustain such for every facet of learning (De Villa and Franz Manalo, (2020). However, the learners' respondent of this study still find their performance very low because of their individual differences which not all because of Modular Distance Learning could answer this and their teacher could no longer get to know their needs with the distance between them.

Unfortunately, a number of children are considering this time as a vacation from school, hence they want nothing to do with a normal school-like routine. Instead, they want to sleep and wake up depending on their wants. (Bhamani, (2020). So, having lower academic performance of the learners for this school year is not because of the changes with their mode of

learning but it should also be realized that the changes in behavior of the learners themselves or routine which will affect their studying.

Capacity of parents is not enough

Since the learners are not in school but home, parents play the role of a teacher. For the learners, the pain they had in the implementation of the Modular Distance Learning is the knowledge of their parents who are serving as their teachers.

Dili naanseran an module dahil dili maaram magbasa an bata kag an gini-kanan.

(Modules are not answered because both child and parent are not readers) (Learner D)

According to learner D, parents' experiences are different from their teachers that is why they feel difficulty when the module contents are not known to the parents.

Minsan nahirapan po si mama magturo sa modyul ko kasi po di naman si mama katulad sa guro ko na may experience sa pagtuturo kasi di naman nakapagtapos mama ko sa pag-aaral. (Sometimes my mother finds it difficult to teach me with my modules because she is not the same with my teacher who is has teaching experience) (Learner E)

May mga topic {topics} na dili maintindihan kay kulang an kaaraman san ginikanan para sa modules.

(There are some topics which are not understandable due to parents limited learnings) (Learner F)

Adonis (2020) of Inquirer.net as issued under "DepEd Module Stump Even Adults" by Adonis (2020) cited:

I am sure that students will be able to adapt [to the new learning modalities], but I don't think they will be able to properly absorb the lessons. Even as students struggle to understand the contents of the modules, some parents also do not have the capacity to teach their children".

Adonis, in his interviews with parents on the first week of implementation of distance learning found out that module contents are hard to understand and that the capacity of the children cannot fir the contents.

Some modules do not have clear instructions and explanations so students have a hard time answering them. The pictures in the modules are not clear and the

provided answer lines are too short. The modules have a lot of exercises, and the students lack motivation and focus. With 75% of teachers responded that the Department of Education (DepEd) provides modules for them. However, some of them said that the modules they gave were usually incomplete. Ninety-five percent (95%) of teachers stated that they noticed errors in the modules and they were permitted to revise the modules with mistakes. Some teachers in some field responded that the central office does not provide modules for their respective subjects which include MAPEH and Journalism-Filipino. Thus, they are the ones making their own modules and parents lack knowledge to assist their child/children. According to some teachers, some parents didn't finish their studies (Pe Dangle and Sumaong, 2020).

With examples which are limited, the modules themselves aren't perfect. They differ from school to school, and their contents depend on the teachers who made them. Some students may not have a problem in understanding their lesson because of a well-explained module, but others may not be as lucky (Estrada, (2021).

Based on the above findings of different studies as cited of Pe Dangle and Sumaong (2020) and Estrada (2021), they have the same conclusion where do learners, parents and even teachers find difficulties in understanding the content of the modules, it is because of its unquality assurance like incompleteness, uncleared instuctions and pictures, without further examples, etc. which makes the Modular Distance Learning not a so good experience for them.

Modular Distance Learning causes loss of interest among learners

When asked about the Modular Distance Learning, learners have answered in different words but with one theme that Modular Distance Learning somehow caused boredom and loss of their interest.

Mas gusto ko po sa eskwelahan adlaw-adlaw para si maam an magatukdo sa akon kay para po mas maintindihan ko pa lalo an mga leksyon sa klase.

(I prefer to be at school everyday with my teacher to teach me so that I can understand better my lesson) (Learner G)

In the article Face to Face vs. Online Learning of Headspace, it was posited that face to face learning is a really effective way to learn knowledge and skills because it often combines different ways of learning



Table 3b. *Pains in Modular Distance Learning as Viewed by Parents*

including writing, reading, discussion, presentations, projects, group work, film clips, demonstration and practice. With the present situation enveloping the schools in the entire world, still people are affirming that what learners need to know can only be given by face to face contact between the teacher and learner.

Pains of Modular Distance Learning as Viewed by Parents

Although parents are trying their best to keep their children engaged in Modular Distance Learning and into meaningful activities, there are some pains that they recognized as well.

Parents around the world are rightfully concerned about how their children’s routines and studying through Modular Distance Learning are disrupted extensively. The situation has been the basis for their views as to what are their painful experiences along implementation of the mentioned modality.

Table 3b shows the painful experiences of the parents along implementation of Modular Distance Learning

It can be clearly noted from the table that high five (5) viewed experiences to be pains for the parent respondents are: Modular Distance Learning is developing unmotivated people due to the distance between teacher and learner as compared to face-to-face daily interaction. This was followed by posing lower academic performance, requiring heavy workload or paper works, failing to address the individual differences or teaching and learning styles, and giving difficulty in monitoring and assisting the mastery of learning competencies. Parents don’t consider as pains the delivery of not contextualized modules and delayed distribution of modules.

With the answers of the parents, it is very evident that learners and parents have similar considerations about the pains they encountered in the Modular Distance Learning implementation. Similarly, parents are also considering the modality to be developing low academic performance among learners in general.

INDICATORS	Frequency	Percentage
developing unmotivated people due to the distance between teacher and learner as compared to face-to- face daily interaction	82	64.06%
posing lower academic performance	79	61.72%
requiring heavy workload or paper works	78	60.94%
failing to addresses the individual differences or teaching and learning styles	75	58.59%
giving difficulty in monitoring and assisting the mastery of learning competencies	71	55.47%
posing lack of knowledge/training about modular teaching	66	51.56%
giving difficulty in monitoring and assisting the mastery of learning competencies	66	51.56%
creating withdrawal mood to accomplish the modules	63	49.22%
failing due to lack of electricity	50	39.06%
encountering communication problem	47	36.72%
allowing typographical errors present in modules	44	34.38%
lagging behind due to lack of printing materials	42	32.81%
experiencing lack of parents’ support	37	28.91%
making teachers distribute not contextualized modules	35	27.34%
bearing delayed module distribution	35	27.34%

Out of the 128 parents, 64.06% or 82 of them said that MDL is developing unmotivated people due to the distance between teacher and learner as compared to face-to- face daily interaction. Those who said posing lower academic performance, requiring heavy workload or paper works reached 61.72% or 79. This is followed by 60.94 % or 78 saying it is failing to addresses the individual differences or teaching and learning styles, giving difficulty in monitoring and assisting the mastery of learning competencies with 55.47% or 71; 27.34% or 35 is for making teachers distribute not contextualized modules and Modular Distance Learning bearing delayed delivery of modules with the same number of parents who considered it.

Based on the study of Nardo (2017) as cited by Pe



Dangle et. Al, (2020) where the use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners' progress on their own. They are learning how to learn; they are empowered. The results of study are quite different from the perception of the parents since they viewed Modular Distance Learning as the opposite. Instead of making their children or wards independent, the modules made them lost their interest in their studies on this and needs immediate intervention if DepEd officials wanted to make learners learn while the entire country is under pandemic.

However, Bijeesh (2017) supports the findings of this study. As cited by Sadeghi (2018) it was found out that with no faculty around for face-to-face interaction and no classmates who can help with constant reminders about pending assignments, the chances of getting distracted and losing track of deadlines are high. Learners need to keep themselves motivated and focused if they want to successfully complete distance learning course. Many felt that children were deprived of their access to schools, friends, exams and sports due to countrywide closure and lockdown. Parents also mentioned how they have had to take care of homework more than ever, including explaining worksheets and other tasks.

This has something to do with one of the theories used in this study which is behaviorism. As expressed in writings of John B. Watson, B.F Skinner, and others, it is psychology that should concern itself with the observable behavior of people. Thus, Modular Distance Learning as a new normal learning modality focuses on how implementers behave, react or accept the new learning delivery mode of teaching. It evolved from a positivist worldview related to cause and effect. In simple terms, action produces reaction. In education, behaviorism examines how students behave while interacting independently and acquire learning that was controlled by himself. It focuses on individual student if how they were able to cope with the content of the modules and their performance are evaluated best through their actions. Thus, the emphasis in behaviorism is on that which is observable and not on the mind or cognitive processes.

It was revealed also that parents found sudden closure of the schools extremely disturbing and they were

concerned about their children's routine. Parents believed that through schools, a formally structured routine is followed on most days of the week and this helps children to understand the importance of time, scheduling and doing assignments on a given timeline. But a number of children are considering this time as a vacation from school, hence they want nothing to do with a normal school-like routine. Instead, they want to sleep and wake up according to their own wish and spend the rest of the time playing video games and watching cartoon/movies. This is a potential threat to their social, educational as well as physical development. Their lifestyle is becoming sedentary with limited outdoor access and they are not used to physical activities inside their house, probably because of the lack of space (Bhamani et. Al, 2020). A scheduled learning routine is still a major gap in times of COVID according to few parents. And this situation results to the parents' view that Modular Distance Learning is posing low academic performance on their children.

According to UNESCO, there are a number of factors that are seriously affected and of it is poor training of parents for distance learning. This circumstance is due to the low educational level of the parents, so that once again, the most disadvantaged families are harmed to a greater extent. As mentioned by the learners that what made Modular Distance Learning difficult is the fact that there are lessons in the modules which are difficult and their parents don't know them. UNESCO therefore has looked into the effects of this to the learners coming from disadvantaged families whose parents are lagging behind compared to others.

It is also challenging or a painful experience if the parents are working from homes or offices, and have their own schedules to follow. Keeping their children in check all the time, parents end up allowing the children to do things their way. Parents must have adapted quickly to address the learning gap that have emerged in their children's learning in these challenging times.

However, parents do not consider that among the pains in Modular Distance Learning implementation is making teachers distribute not contextualized modules and it is bearing delayed delivery of modules.

Although, the CoViD-19 crisis has raised salient questions about the necessity, importance and usefulness of certain curriculum content and this requires varied, flexible, and authentic learning activities. In this regard the authentic learning experiences resulting from the CoViD-19 lockdown

could be used to contextualize student realities during the pandemic. The UNESCO Chair in Sustainable Development Goals (SDGs) suggest that parents use the reality experienced by their children during the pandemic as a starting point for learning activities (Deslandes et. al 2020).

Based on the interview, as to what are the other unique gainful experiences that parents have in the implementation of the Modular Distance Learning in Milagros East. The following themes are clustered:

Modular Distance Learning poses content difficulties

Modular learning is heavily reliant on More Knowledgeable Others (MKOs) capacities, also known as the adult figures in their students' homes. The module relies on their knowledge and patience to teach the student whatever concept they don't understand. In families where both parents are absent, trying to make ends meet, and no one has gone to college because of poverty, modular learning might not work at all. Lessons are limited to what's written on paper. Without more knowledgeable person who can explain these complicated concepts, the student will definitely have difficulty absorbing their lessons (Estrada, 2021).

Malisod lalo na an math [Mathematics]. Kinahanglan pan`o an eksperto para maisplikar san maayo sa kabataan. Kami na ginikanan nagabase lang sa mga example pag dili gad kaya, suko dayon. Kairo man pero amo gad an matood [sa] ginikanan.

(It is difficult, especially Math. It needs an expert to explain it better to the child. As parent, were just basing it from the examples when we can't answer, we immediately give up. It's pitiful but this is true among parents) (Parent G)

As stated by Salma and Rodrigues, (2012) and cited by Pe Dangle and Sumaong (2020), the subject that they are having greatest difficulty with are Mathematics, followed by History, Entrepreneurship, and Applied Economics. In Mathematics, some students said that most of the Math problems are difficult to solve and no detailed explanation is provided. Problem solving does not only include and require computation but there is a need to understand and analyze the problem, it is important that students comprehend the problems.

Using the recent data on proficiency levels of learners in Mathematics, it is notable that learners are really showing low proficiency based on the Division Monitoring and Evaluation Adjustment(DMEA) of the

Schools Division of Masbate.

MDL, requires concentration and motivation among parents and their children, as an evidence:

Bilang ginikanan, dili namon masyado matutukan an mga bata sa pagtukdo kag may iba na malisod na module kag usad pa dili namon mapirit an mga bata sa paga`answer kon dili ninda gusto kag damo an amon obligasyon sa balay pa.

(As parent, we could not teach our children at its best because there are difficult modules and we could not force the child to answer if they resist and we still have lot of obligations inside our homes.) (Parent H)

The parents of the learners in Milagros East District are mostly fishermen and farmers. Pandemic has added to the burdens of the low wage earners like farmers and fisher folks. In the recent report of Barcia (2021) fishers' community is opting for an alternative livelihood option to deal with the dual crisis of the global pandemic. As mentioned by one the fishermen he interviewed who said that, "fishing is our way of life, the main source of livelihood. But the global pandemic badly affected our livelihood". The impact badly affected the marginalized socioeconomic sectors specifically farmers and fishermen like them. Also, various studies have demonstrated that Socio Economic Status (SES) is a significant predictor of educational failure (for example, OECD, 2018; Lamb et al., 2015).

Moreover, it is increasingly apparent that performance gaps by SES take root in the earliest years of children's lives and are present at entry to school. Children and young people living in low-income households have access to fewer books and learning materials in the home and more limited access to support and resources that help form a foundation for learning. The dimensions of this are partly revealed in the most recent PISA assessment of 15-year-olds. From a national survey of 14,273 students, extensive information was collected on a raft of items related to student education experiences, and the influences on them, including family life. (Lamb, et.al 2020).

As cited also by Odoh, et.al (2017) where the results he obtained indicate that parental occupational level significantly influenced students' academic performance in accounting studies in Nigeria, and that parental educational levels have strong positive relationship with students' academic performance in accounting studies in Nigeria. So, even in other countries not only here in the Philippines, the distance learning has so much adjustment and difficulties for

every families or parents where their livelihood or source of income has been considered and is affecting learners' performance.

With the present situation, indeed, difficulty on part of the parents will be evident. Others viewed as pains of Modular Distance Learning as mentioned the parent respondents as follow;

Nahirapan po kami magturo sa mga bata dahil sa wala kami karanasan sa pagturo sa estudyante. Sana po maibalik na sa normal ang klase sa eskwelahan. (We find it hard to teach the child because we lack teaching experience. Hoping that classes be back to normal.) (Parent I)

Hindi napasayon an pagpaaram lalo na sa mga ginikanan na wara man katapos sa pag`eskwela lalo na pag malayo man sinda sa mga maestro o tawo/kapitabahay na pwede makabulig.

(It doesn't make learning convenient especially for parents who did not finish their study and the children are far from their teachers or neighbors who can help them.) (Parent J)

May mga topic na dili maintindihan kay kulang an kaaraman san ginikanan para sa modules.

(There are some topics which cannot be understood because of limited learning of parents about the modules) (Parent K)

Minsan dili kompleto kag pasurunod an content san modules. Masakit sa mata magbasa an sulod.

(There modules with incomplete contents and not properly sequenced. They are also painful to the eyes.) (Parent L)

Since parents lack knowledge on how to teach their children at home which is a requirement in the new modality of teaching and learning, the findings of Wang, Zhang, Zhao, Zhang, and Jiang (2020) will not be applicable to the learners and parents of Milagros East District stating that when parents and children collaborate in learning activities, bonding between parents and children increases as they are able to spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty and in the case of the schools subjected to this study, they should provide

support to parents who are facing difficulties in teaching kids at home.

In the book entitle Parenting Matters, it was stressed that research has found that treating parents as partners enhances the quality of interactions between parents and providers and increases parents' trust in providers (Jago, et al. 2013). This idea was supported by parent commentaries offered as part of the information gathering for this study. Findings from longitudinal and semi-structured interview research suggest that the level of therapeutic engagement with parents, emphatic interaction style, and parents' feelings of being valued are related to related to participation in and completion of program activities.

Modular Distance Learning requires good educational backgrounds among parents

With the new setup that parents will be the learning facilitators at home, parents technically play the roles of teachers. With the Self-Learning Modules, undeniably, knowledge of the facilitator is still required. As respondents, parents' answers which were themed showed that Modular Distance Learning requires good amount of knowledge of the lessons for them to facilitate learning well as required.

Malisod an pagsabat san module san mga bata kon waran aram an ginikanan. An mga bata wara naga`adal nagakopya lang sa answer sheet.

(Difficult to answer the modules for the children if parents are not educated. The children do not study, they just copy from the answer sheet) (Parent M)

Cleary (2017) believed that students may copy or plagiarize for many reasons, ranging from laziness to sloppiness to a lack of understanding about the reason for citations. Some students will deliberately plagiarize when they feel themselves backed into a corner in a high pressure situation with a low risk of being caught. Often, this behavior is a result of poor time management and organization skills. It frequently happens when students are new to the kind of work they are being asked to do because they are less likely to know how to organize themselves, may have unrealistic expectations about what they can do, and are less invested in the process.

Malisod an pagsabat san modules ko kon waran inadalan an ginikanan, pirmi brown out. (It is hard to answer my modules if parents lack of knowledge and always brown out) (Parent N)

Considering parents as the learning facilitators,

learning the basic is vital or possessing the basic skill is vital. These include reading and writing, however, reading and writing are not just the requirement for parent to facilitate learning under Modular Distance Learning. It even requires more.

Functional literacy are the skills that must be developed within the learners and expecting to acquire from the parents at home. This kind of literacy has a significantly higher level of literacy which includes not only reading and writing skills but also numeracy skills. The skills must be sufficiently advanced to enable the individual to participate fully and efficiently in activities commonly occurring in his life situation to require a reasonable capability of communicating by written language. Meanwhile, person who had no grade completed or received early childhood education were reported to have the lowest functional literacy rate of 2.7% according to the survey of Mapa (2021).

The survey conducted by Mapa (2021) has implications to the parents 'respondent of this study where they situated in remote coastal areas and most of them doesn't have an educational background that may be an advantage in assisting their child at home along this Modular Distance Learning.

Kalisod sa ginikanan magtukdo kay dili maaram magbasa kag magsurat. (It is difficult for the parents to teach because they do not know how to read and write) (Parent O)

Modular Distance Learning requires parental care and guidance

The role of the parents in the new learning modality is really important. They are the supports of the teachers and when supports are weak, teachers cannot expect strong learning.

When asked of the difficulties they encountered for the present school year, parents are loud in saying they cannot take care of their children because they need to look for money for their basic needs.

Dili namon maasikasuhan an amon bata pagtukdo kay nagahanapbuhay man kami. (We couldn't assist our child in teaching because we're working also) (Parent P)

It was mentioned in the study of UNESCO 2020 that it is also challenging or a painful experience if the parents are working from home or offices, and have their own schedules to follow. Keeping their children in check all the time, parents end up allowing the

children to do things their way so, they are also facing the same problem. This means that parents of whatever economic status share the same plight. As of the moment, with the hampered economy, all are sweating to put meals on table no matter how meager and this situation is putting literacy crushed a little if not too much.

Additionally, the onset of the COVID-19 pandemic brought the country's economy into recession breaking almost three decades of interrupted growth. The Philippines economy had withstood the Asian financial crisis and the recent global financial crisis. The Philippine pandemic lockdown described as one of the longest, where 75% of the economy was shutdown. From record level of unemployment rate of 17.6% (equivalent to 7.288 million individuals) in April, it shrank to 9.7% (equivalent to 3.813 million jobless individuals) October. Month of October is when the Modular Distance Learning started and this is also the month reported where the economy has been shut down which adds the burden for parents who belong to those jobless or unemployed. Parents have looked for another work that could be a source of their family income while combatting the COVID-19 for them to provide their children's basic needs and support their children's studies through modular distance learning. That's why some parents may concentrate more on finding their family basic needs than assisting their children's module.

Modular Distance Learning losses motivation among children

Motivation is defined as the reason or reasons one has for acting or behaving in a particular way and this is missing in the lives of learners that they are under Modular Distance Learning. Wikipedia states that motivation is a driving factor for actions, willingness, and goals. Motivation is derived from the word motive, or a need that requires satisfaction. These needs, wants or desires may be acquired through influence of culture, society, lifestyle, or may be generally innate.

As to how important it is in Modular Distance Learning, among the responses, are:

Mayroong mga bata na nababagot sa kanilang modules. Ang iba ay walang gana mag-aral kasi parang hindi raw normal ang pag-aaral. (There are children who are bored with their modules. Some are unmotivated because they thought their studying are not normal) (Parent Q)



Nawara an interes san mga bata san pag-adal kay wara sa nakahalubilo na kapwa niya ka eskwela. (Children lost their interest in studying without their classmates) (Parent R)

Waran pag`interes an iba na kabataan sani na modular. (Some children are not interested in this modular teaching.) (Parent S)

emphasized that for teachers, a lack of motivation has long been one of the most frustrating obstacles to student learning. While the concept of motivation may intuitively seem fairly simple, a rich research literature has developed as researchers have defined this concept in a number of ways. Social scientists and psychologists have approached the problem of motivation from a variety of different angles, and education researchers have adapted many of these ideas into the school context. While there is a great deal of overlap between motivation theories, researchers differ in their identification of the underlying belief systems leading to motivational variation. Some theorists emphasize belief in oneself and one’s competency, others prioritize goal orientation, and a third group argues that the difficulty of the task shapes individual motivation. This resource will provide an introduction to various theories of motivation, explain the importance of motivation for learning, and outline several practical strategies that teachers can use to support and promote student motivation.

Pains of Modular Distance Learning as Perceived by Teachers

Faced with this pandemic situation, Modular Distance Learning is becoming a solution in order to continue with the development of academic curricula. However, it should be noted that this type of teaching modality has its cons or disadvantages that must be paid attention if authorities wanted to improve its implementation.

Table 3c shows the painful experiences of the teachers who are the prime implementers along implementation of Modular Distance Learning.

Table 3c. *Pains in Modular Distance Learning as Viewed by Teachers*

INDICATORS	Frequency	Percentage
requiring heavy workload or paper works	118	88.72%
experiencing lack of parents’ support	98	73.68%
encountering communication problem	95	71.43%
giving difficulty in monitoring and assisting the mastery of learning competencies	94	70.68%
giving difficulty in monitoring and assisting learners and parents	94	70.68%
failing to addresses the individual differences or teaching and learning styles	91	68.42%
developing unmotivated people due to the distance between teacher and learner as compared to face-to- face daily interaction	90	67.67%
posing lower academic performance	84	63.16%
failing due to lack of electricity	72	54.14%
posing lack of knowledge/training about modular teaching	71	53.38%
making teachers distribute not contextualized modules	69	51.88%
lagging behind due to lack of printing materials	69	51.88%
allowing typographical errors present in modules	63	47.37%
bearing delayed module distribution	59	44.36%
tolerating the use of incomplete module content	56	42.11%
creating withdrawal mood to accomplish the modules	51	38.35%

As teachers migrate to new normal and prepare for distance learning, they face painful experiences which may hinder the successful implementation of the learning modality. Their painful experiences should be recognized and addressed to help teachers mitigate the problems and continue their tasks.

With the ranking showed by the table, it can be gleaned from the table that top five (5) pains considered by teachers are: Modular Distance Learning is requiring heavy workload or paper works. This is followed by experiencing lack of parents’ support, encountering communication problem, giving difficulty in monitoring and assisting the mastery of learning competencies and giving difficulty in monitoring and assisting learners and parents. It can be noted that teachers’ pain in Modular Distance Learning implementation is quite different from those of learners and parents. All of the considered pains by them are related to their primary tasks, these tasks ae the required/mandated ones to the teacher implementers of the modality.

Out of the 133 teachers, 88.72% or 118 of them said

that Modular Distance Learning is requiring heavy workload or paper works. Those who said that experiencing lack of parents' support reached 73.68% or 98. This was followed by encountering communication problem with 71.43% or 95, giving difficulty in monitoring and assisting the mastery of learning competencies with 70.68% or 94, and giving difficulty in monitoring and assisting learners and parents with 70.68% or 94. The least indicator that the teachers assessed as a pain is creating withdrawal mood to accomplish the modules which reached 38.35% or 51.

In the study of Zhang et al. (2020) as cited by Díaz et al (2020), a survey of more than 10,000 teachers revealed that 92.8% of teachers suffered emotional exhaustion, stress, anguish, or anxiety due to confinement and distance education or distance learning. Excessive bureaucratic tasks, unclear instructions, lack of support in teleworking, and lack of technical means were the main problems pointed out by teachers. Possible difficulties facing such policies include poor online teaching infrastructure, lack of teacher training, information gap, and complex home environment. With the findings of Diaz, et al, teachers have been working on the overloaded paper works and this could be the reason why emotional exhaustion has been cited.

United Nations (2020), found out also that teachers across the globe were largely unprepared to support continuity of learning and adapt to new teaching methodologies. This situation has not been cited by the teacher-respondents. In sub-Saharan Africa, only 64 percent of primary and 50 percent of secondary teachers have received even minimum training, which often does not include basic digital skills. Even in contexts with adequate infrastructure and connectivity, many educators lack the most basic ICT skills, meaning they will likely struggle with their own ongoing professional development, let alone with facilitating quality distance learning. The COVID-19 crisis has highlighted that both initial and in-service teacher education are in need of reform to better train teachers in new methods of education delivery. Teachers' physical health was put at risk when required to provide face-to-face education for the children of essential workers and vulnerable children. Adding to the fear of being exposed to the virus was a fear of losing salaries and benefits, all while coping with increased workloads and family responsibilities.

It has been suggested that, in modular scheme, setting targets throughout the course, having ongoing

feedback and allowing a certain amount of retaking within the course leads to candidates' learning more- thereby obtaining higher grades.

In relation to workload erred by teacher, a similar study on Mathematics teachers' workload revealed that levels varied with the assessment route: the linear assessment placed very high levels of workload on the teachers at certain times whilst the modular assessment provided a more evenly spread workload rising throughout the year. English teachers' workload levels were continually increasing between September and December, when teachers were marking mock exams and preparing for unit examinations in January. From that point onwards, workload levels varied by teacher. If re-sits are not well-managed, student to re-sit too many modules. This increases pressure on school resources and students' workload (Vidal Rodiero and Nadas, 2020).

Bunn (2004) found out that students identified receiving support, managing the workload, and personal factors as the key elements that helped them persist with their studies. However, it became clear that, where students perceived a lack of support that is of technical support, where there was poor communication, or where they felt isolated-they saw this as a considerable barrier to their progress.

Next indicator is teachers experiencing lack of parents' support. This is contradicting to the findings of Rena (2005) as cited by Rena (2007) where the biggest problem for distance programs is the lack of support by the faculty since in this study, it is the parents' support which are lacking. Faculty roles must change the most in administering distance learning programs. They may change the teaching styles to that of mentor, tutor and facilitator. Having this Modular Distance Learning is quite difficult for both parties-parent and teacher. Some parents misinterpreted the role of teacher being handed on which makes that teacher difficult to get a support from them during this Modular Distance Learning. It is important to note the strong collaboration of parent and teacher for the successful learning in times of COVID-19.

Problems of communication with the teaching and administrative staff featured strongly in students' discussions of barriers to distance learning. These included: lack of, or late notification about changes to the program, slow or inconsistent feedback on assignments, difficulties in contacting on-campus staff as found out again by Bunn (2004). These problems also have the same problem with the teacher respondents of this study who experienced or

encountered communication problem as the second indicator with highest score along the implementation of Modular Distance Learning where the learners are commonly situated in remote areas and with difficulties in internet connection for the teachers to communicate effectively.

As found by Bunn (2020), slow or inconsistent feedback on assignments arose as one of the problems. With the teachers saying that they are now overworked, feedback on works or outputs of learners is not far from reality of the findings. Many teachers are saying that they cannot cope with the checking of the modules and are giving untimely feedback to parents and learners.

Given the difficulty in monitoring and assisting the mastery of learning competencies as the third highest indicator as pains experienced by the teacher respondents, there is a communication problem occurring between the teacher and learner because of the distance interaction along Modular Distance Learning and the challenges surrounding the teacher in implementing the modality.

The last indicator obtaining the rank five as the most painful experience by the teacher, is giving difficulty in monitoring and assisting learners and parents. It is true, especially those families residing in the remote areas which is not accessible for public transportation and internet loss connection are some of the reasons why do teacher respondents in this study find it very painful experiences along Modular Distance Learning. However, this finding is alike to the findings of Rena (2007) where students concerned stated that there is lack of feedback or contact with the teacher. Because there is no daily or weekly face-to-face contact with teachers, students may have trouble in self-evaluation. Lack of support and services from the teachers like home-visitation or tutorial services during this Modular Distance Learning can complicate the learning process and attain low performance with the learners at home. So, assisting and monitoring to learners at home should not be overlooked during this new mode of learning to help them complete or accomplish their modules on time.

Modular Distance Learning makes learner dependents to parents

Parents are known to be the first teachers of every learner especially during this Modular Distance Learning where their roles as home-innovator is very crucial to their child learnings and development. It couldn't deny that learners during this time where they

are afar from their teacher, their parents are whom they are relying on for their task. The same with the teacher findings below.

There are some instances that the modules are answered by the parents not by the learners themselves. (Teacher B)

Learners are dependent to parents and lack interest in studying and During activities. (Teacher C)

Desporges, (2003) mentioned that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. Parental involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved. But not in the sense that the task of their child with their modules should be replaced by them. Parents should just guide or assist their child to learn on their own and accomplish their modules with Modular Distance Learning by himself/herself which leads them to be an independent learner.

Modular Distance Learning resulted to a low performance

Modular Distance Learning was the most preferred mode or alternative classroom learning among the parents not knowing its consequence which resulted to a low performance of the learners as concluded by some teachers.

Overall conclusion of modular distance learning is less/low learning outcome (base on parent's interview). (Teacher D)

With this statement of teachers, a contradicting results of the study conducted by Saqid and Zamir (2014) with result scores in the favor of usage of modular teaching approach. So it is recommended that the modular approach should be widely used at various levels of education and when it is stated that at various levels include elementary which is the subject of the present study. In the study of Fidalgo, et al (2020) it was found out that the results of this pilot study showed that in all three countries, students' major concerns about such programs were time management, motivation, and English language skills. Although students were somewhat apprehensive many indicated they were interested in taking Distance Education courses.

In the studies conducted, it was evident that distance

learning is effective for different learners though undeniably, there are also problems accompanying it but overall, the positive effects are more evident.

Perceived Effectiveness Level of Modular Distance Learning

Modular Distance learning has emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to learners or children at home using the limited available resources. Successful distance education programs provide ongoing support for learners. Distance learning can be a new experience for them who is/are isolated. This isolation exacerbates all of the many issues that can occur when learners are separated from their teacher and other learners by distance. As the population for the study, since they are more likely to evaluate the effectiveness of the program, generally for this school year 2020-2021, learners, parents, and teachers are believed to have enough insights and experiences to evaluate the Modular Distance Learning (MDL) effectiveness.

Perceived Effectiveness Level of Modular Distance Learning as Viewed by the Learners

With the modules serving as teachers of the learners and their parents as ones tasked to facilitate learning, learners are the primary persons who can determine how Modular Distance Learning affected their studies.

Table 4a shows the effectiveness level perceived by the learners along implementation of Modular Distance Learning.

The ratings of the learners on how effective the new mode of learning as they experience it, is very important, being the primary users and for data as basis of actions that schools and other authorities can be used.

The learners perceived MDL as moderately effective. Out of fifteen (15) indicators to determine the effectiveness level of the MDL as a modality of distance learning delivery, there are twelve (12) indicators which were perceived by the learners to be moderately effective and three (3) which are slightly effective for the learners.

Table 4a. *Perceived Effectiveness Level of Modular Distance Learning as viewed by the Learners*

<i>Indicators</i>	<i>Weighted Mean</i>
Developing educational support among parents/guardian	3.52
Allowing sufficient time to master the competencies	3.33
Displaying varied teaching styles	3.32
Motivating learners	3.3
Maximizing work loads	3.28
Developing the competencies among learners	3.28
Addressing individual differences and multiple intelligence	3.28
Assessing and giving feedback	3.26
Monitoring learning	3.23
Developing study habits	3.21
Making learners study independently	3.11
Developing communication skills	3.01
Making learning convenient	2.90
Improving academic performance	2.67
As an alternative mode of instruction	2.63
AVERAGE WEIGHTED MEAN	3.16

Among the fifteen, developing educational support among parents/guardian has the highest average weighted meanwhile as an alternative mode of instruction has the lowest mean. Dejene and Chen (2019) averred that modular approach to teaching enables the learner to have control over his/her learning and accepts greater responsibility for learning. It demands greater maturity on the part of the learner, the modules are more appropriate for more mature students. The researchers are into the idea that modular learning is more appropriate to mature learners in which elementary graders who are subject

to this study are not.

Based on the study of Mensah, et al. (2016), improved quality of instructional delivery received very low evaluation from student-teachers and tutors. It is, therefore, recommended that tutors should endeavor to use more learner centered methods to help student understand key concepts. Moreover, tutors should present tutorial as facilitators rather than transmitters of knowledge and skills. Effective delivery of teacher distance education is dependent on the quality of instructional delivery. It is recommended that tutors should also endeavor to adopt different and flexible delivery modes and strategies to help enhance students understanding and skills. Instructional delivery should include a good blend of text, multimedia, simulations, animations, lectures, presentations, tutorials, collections, resources, subject- and task-specific cognitive tools, references, assessments (quizzes/tests/exams), and readings. Since teachers rely merely on the modules given by the Department of Education, most of them are not anymore contextualizing them that is why it was perceived by learners to be not effective as alternative instructional mode. On the suggestions from the study of Mensah, et al (2016), tutors should endeavor to use more learner centered methods to help student understand key concepts. Be it noted that in the implementation of BE-LCP of the schools in Milagros east District, the parents serve as learning facilitators/ tutors of their children and this responsibility is primarily lofted on them, however, as posited by the learning Delivery Modality course of the National Educators Academy of the Philippines, teachers and household with the aid of the community should provide learning spaces where teachers can do something out of the assessment results of the learners.

Improved quality of student support is an important component of sustainable Total Distance Education (Burn, 2011) as cited by Mensah, et al. (2016). Their study found that support is generally unsatisfactory. In this study, based on the perceived effectiveness level of parents, their support to modular distance learning is also unsatisfactory due to different factors surrounding them, and basically, livelihood instability as the primary issue.

Furthermore, most of the students cannot answer all their modules independently, that is why they badly need the assistance of others. The family members, relatives and friends of the learners play a vital role in education today. Siblings are at the top of the list helping the learners in answering the modules followed by friends and classmates. Although 83% of

the students said that the teachers were approachable, some said that the teachers do not immediately respond to the queries regarding the lessons (Pe Dangle and Sumaoang, (2020)). In the case of Milagros East District, teachers can be reached by the learners or parents through text or via-messenger and calls in some areas with data connection, while home-visitation for those without gadgets or cellphone and internet connection. Employing these means of communication, parents are being given assistance based on their communicated needs, however, those who have not cellphones and network access received limited assistance only due to different schedules of teachers which is also based on the different workloads that a teacher has for the week. However, following the set standards for the distance learning modality, constant monitoring is required which the teachers sometime fail to do.

However, Sadiq and Zamir, (2014) stated that the experimental group's overall improvement in four factors including student's participation, communication skills, concept understandings and usage of new vocabulary and examples. Pretest average was about 37.25% before implementation of modular design after implementation of modular approach posttest average was increased 72.25%, which was quite encouraging.

The aforementioned result is supporting the findings that developing educational support among parents/guardian has the highest average weighted mean in among the learners in Milagros East District while contradicting the findings of Mensah, (2016) and Pe Dangle and Sumaoang, (2020).

Perceived Effectiveness Level of Modular Distance Learning as Viewed by the Parents

Modular teaching is a new teaching strategy in classroom settings for arranging learning experiences in education and it has been receiving much attention specifically to parents where they play a vital role in assisting their children at home having this modular distance learning.

Table 4b shows the effectiveness level of the parents along implementation of MDL.



Table 4b. *Perceived Effectiveness Level of MDL as viewed by the Parents*

<i>INDICATORS</i>	<i>Weighted Mean</i>
Maximizing work loads	3.36
Developing educational support among parents/guardian	3.55
As an alternative mode of instruction	3.52
Allowing sufficient time to master the competencies	3.38
Developing study habits	3.23
Motivating learners	3.23
Monitoring learning	3.22
Assessing and giving feedback	3.17
Improving academic performance	3.14
Developing communication skills	3.09
Addressing individual differences and multiple intelligence	3.07
Developing the competencies among learners	3.05
Making learners study independently	2.98
Displaying varied teaching styles	2.98
Making learning convenient	2.89
AVERAGE WEIGHTED MEAN	3.19

Parents perceived Modular Distance Learning as moderately effective. This means that despite of the changes of the mode of learning of the learners and teaching of the teacher in the educational system plus the adjustments that parents have to do due to the prohibition of face-to-face interaction of their child to their teacher, still the parent respondents find it good as they agreed it as moderately effective.

Out of fifteen (15) indicators to determine the effectiveness level of the MDL as a modality of distance learning delivery, there are fourteen (14) indicators which were perceived by the parents to be moderately effective and one (1) which is slightly effective for the parents.

Among the fifteen maximizing workloads has the highest average weighted mean while making learners study independently has the lowest mean.

Pe Dangle and Sumaong (2020) posited that most of the parents responded that they have enough time to academically assist their child/children in answering their modules. Moreover, 79% of the parents do not have difficulties with the set schedule of the retrieval and submission of their child's/children's modules. Text, call, and social media particularly on Messenger are the platforms that are being used by the parents to communicate with the teachers of their child/children. Most of them responded that the teachers of their child/children are approachable. However, some parents said that some teachers do not respond immediately to their queries and sometimes, they cannot be reached because of low internet connection. They found out also that 60% of parents' respondents have a reliable internet connection while 100% of parents do not have a strong internet accessibility. Most of the parents still prefer Modular Distance Learning over Online or Blended Learning because they think that this modular approach is safer for their child/children. This approach is also in consideration for learners living in areas where internet is not accessible. Apart from that, some parents do not have enough gadgets to be used by their child/children for online classes. So, not all parents agree that MDL gives them a burden by stating that it is just maximizing workloads which is moderately effective to the parents in Milagros East District.

But some parents have difficulty understanding and answering the modules of their child/children. Some said they do not have enough time to guide their kids due to work and other responsibilities. Some modules do not have clear instructions and explanations so students have a hard time answering them. The pictures in the modules are not clear and the provided answer lines are too short. The modules have a lot of exercises, and the students lack motivation and focus.

With the perceived effectiveness level of the parent in relation to the implementation of Modular Distance Learning, the data surfaced a moderate effectiveness to the learners under pandemic.

Perceived Effectiveness Level of Modular Distance Learning as Viewed by the Teachers

Knowing the teachers' views as to the effectiveness of the new modality will be a good basis in understanding

Table 4c. *Perceived Effectiveness Level of MDL as viewed by the Teachers*

<i>INDICATORS</i>	<i>Weighted Mean</i>
As an alternative mode of instruction	4.496
Monitoring learning	3.451
Maximizing work loads	3.436
Assessing and giving feedback	3.436
Developing study habits	3.353
Making learners study independently	3.421
Developing educational support among parents/guardian	3.285
Allowing sufficient time to master the competencies	3.285
Developing the competencies among learners	3.127
Motivating learners	3.067
Displaying varied teaching styles	3.045
Addressing individual differences and multiple intelligence	3
Developing communication skills	2.984
Improving academic performance	2.984
Making learning convenient	2.330
AVERAGE WEIGHTED MEAN	3.246

their actuations towards it and for the authorities also to ponder on the best solution that can be given out of the situation.

Distance education raises instructional issues and their insights on how effective it is. Thus, the Modular Distance Learning which is new for the teachers of Milagros East should be evaluated being the prime implementers of the modality. Table 4c shows the perceived effectiveness level of the teachers in Milagros East District along implementation of Modular Distance Learning.

Out of fifteen (15) indicators to determine the effectiveness level of the MDL as a modality of distance learning delivery, there is one (1) indicators which is perceived by the teachers to be effective while (12) indicators which were perceived by the teachers to be moderately effective and three (3) which are slightly effective for the teachers.

Among the fifteen, Modular Distance Learning as an alternative mode of instruction has the highest average weighted mean which means effective. While making learning convenient has the lowest mean interpreted as slightly effective.

One important aspect of quality of distance education in general is the teacher or instructor's quality. Teachers have adequate knowledge about how students learn. Since distance education entails different modes of instructional delivery, it becomes critically important for teachers to adopt and adhere to institutionally approved modes of instructional delivery in the teacher distance education, meaning not all instructions are equal.

Modular Distance Learning, as an alternative mode of instruction was perceived by the teachers on this study with a weighted mean of 4.5 as affective. This results were unsupported since several challenges were encountered by teachers in Modular Distance Learning. Most students cannot study independently. Seventy percent (70%) of them cannot easily follow instructions in the modules. Thus, modules were often submitted late, and most of the answer sheets are blank. Teachers lack resources for reproduction and delivery of modules. Sometimes, the printer is not functioning well. In worst case, sometimes there's no



electricity. Therefore, they experience difficulty in printing and mass production of modules. Some learners cannot finish their modules on time because they mostly spend their study time teaching their siblings with their modules and helping their parents in the field. The teachers think that students' answers in their modules have no validity, and most probably, mastery of the lessons is impossible to attain. This is in relation to the results of their study which says that moderately effective for the teachers in school of Milagros East for MDL is allowing sufficient time to master the competencies.

Parents lack knowledge to assist their child/children. According to some teachers, some parents did not finish studies and some teachers have a weak cellphone signal. Lastly, teachers have a lot of paper works; papers to check and record which maximizing workloads was the third highest indicators with an effectiveness of moderate.

Their findings got a homogenous result as demonstrated in Sheppard's (2009) study. The results when comparing distance learning to traditional education are not all commensurate. Recently, some studies have shown that face-to-face instruction has greater benefits for students than the stand alone, Distance Education (DE) approach. In a study that compared college-level remedial English students, Carter (2012) found that students who took the course in the traditional format performed better than their distance learning counterparts as cited by as cited by Dunnick (2013). However, the study of Cavanaugh et al., (2009), Gungor and Prins, (2011) and Watson and Gemin, (2008) as cited by Dunnick (2013) agreed that distance education is also being used extensively to meet the needs of lower performing and "at risk" students in order to move them along towards graduation.

Moreover, Students who have dropped out of school can benefit from distance learning as well. According to a 2011 Gungor and Prins study as cited by Dunnick in 2013, distance learning holds great potential for reaching learners who would otherwise be unable to enroll or attend classes regularly, including people who live in remote areas, who do not have reliable or affordable transportation, who have young children and limited access to childcare, who have physical disabilities, and whose work schedules preclude class attendance.

Overall, Modular Distance Learning may not be suited to all but still effective as perceived by different group of people implementers. This program has a perceived

moderate effectiveness as evaluated by the teachers the same with the parents' and learners' perception at the District of Milagros East. It can be stated that based on the learners', parents', and teachers' perceptions the same practices in engaging themselves to the changes of mode of learning from face-to-face to Modular Distance Learning are also observed. Among the practices developed by the schools in Milagros East District is finding new ways to meet student' needs. They thought that students with individualized education programs (IEPs) should still get the accommodations they need during distance learning. Their needs and accommodations might look different in this new learning environment. Home-visitation is the famous strategy done by the teacher. Through this way, the school was being taken by the teacher to learners and parents at home. They work with students and their families to find creative solutions along painful experiences they gained from this modality and later on turns to a gainful one and at the end they would say that this alternative mode of learning has moderate effectiveness in anyways.

Significant Difference in the Percieved Effetiveness Level of Modular Distance Learning

Learners, parents, and teachers are three (3) different group of respondents having different backgrounds and experiences in life. Knowing if there is significant difference between the perceived effectiveness levels of the three (3) groups, is very important for any action that will be taken in relation to the implementation of Modular Distance Learning.

Table 5 shows the statistical computation of the perceived effectiveness level of Modular Distance Learning based on the responses of the learners, parents, and teachers.

Table 5. *Significant Difference of the Perceived Effectiveness Level of Modular Distance Learning as viewed by the Learners, Parents, and Teachers*

Df	A	F computed value	F tabular value	Interpretation	Hypothesis
(2,42)	.05	11.10	3.22	significant	There is significant difference between the perceived effectiveness level of learners, parents and teachers.



Based on the studies and results of the data from the respondents, Modular Distance Learning has been perceived by both students and the older population to be with significant difference. Based on the data, it is implied that Modular Distance Learning have been perceived differently by the three groups of respondents as the study rejects the null hypothesis and accepts the alternative.

This means that learners, parents, and teachers, despite of their different roles and obligations in education have similar experiences, thus their assessed effectiveness level and the impact of the new modality of learning in times of pandemic that calls for immediate response.

Onlinestatbook.com claimed that some textbooks have incorrectly stated that rejecting the null hypothesis that two population means are equal does not justify a conclusion about which population mean is larger. Instead, they say that all one can conclude is that the population means differ. The validity of concluding the direction of the effect is clear if you note that a two-tailed test at the 0.05 level is equivalent to two separate one-tailed tests each at the 0.025 level. Since it means that the three populations are not equal, this has occurred. Therefore, teachers have been more than the learners and the parent respondents.

Significant difference can mean a difference that is actually important to the implementer, stakeholders, and the authorities in education. The phrase statistically significant represents the results of a rational; exercise with numbers, it has a way of evoking as much emotion and in this study, the result that told there is significant different or there is no significant difference will make the concerned persons feel bewilderment, resentment, confusion, and the likes for in principle, a statistically significant result is a result not attributed to chance.

Major Challenges Posed by Modelar Distance Learning

Challenges make you stronger. Challenges are an excellent opportunity for growth, according to Vladimir Elie (2018). In the implementation of Modular Distance Learning where teachers have been left no choice, they see the different situation attached to the implementation in different lenses and from different perspectives.

Major challenges posed by Modular Distance Learning along Major Subject/General Education subject taught

With the sudden change to distance education, teacher still takes the full responsibility in the delivery of quality basic education in the public school system. Despite the circumstances, teachers embraced the modular distance learning thus teaching has made possible to them, but, has challenges as well. This research explored the challenges experiences by the teachers in Milagros East District in its implementation of distance learning in the new normal.

Valentine (n.d) quipped that despite the promises and obvious advantages to distance learning, there are problems that need to be resolved. These problems include the quality of instruction, hidden costs, misuse of technology, and the attitudes of instructors, students, and administrators.

Table 6a shows the challenges posed by Modular Distance Learning along major/minor subjects taught by the teachers.

Table 6a. *Challenges posed by Modular Distance Learning along Major/General Education Subjects Taught*

INDICATORS	Frequency	Percentage
Subject appropriate strategy application	75	56.390%
Alternative teaching strategies application	73	54.887%
Intervention strategy appropriation	72	54.135%
Practical skills in the major/minor subject conveyance	68	51.127%
Learning style determination	66	49.624%
Process of knowledge construction	65	48.872%
Academic achievement targeting	65	48.872%
Positive attitude development	65	47.872%
Knowledge level assessment	63	47.368%
Production of learning material suited to learning Needs	60	45.112%
Practice of theories emphasis	59	44.360%
Collaborative teaching practice	58	43.609%
Appropriate subject assessment application	57	42.857%
Continuous assessment application	57	42.857%
Theories of the major/minor subject dissemination	55	41.353%
Appropriate module design determination	55	41.353%
Collaborative learning maximization	55	41.353%
Active learning assurance	53	39.849%
Assessment patterns best planned	51	38.345%
Fact fluency determination	49	36.842%
Efficiency booster	44	33.082%
Curriculum reengineering	43	32.330%
Staging learning usage	40	30.075%
On-ground component consideration	39	29.323%

The topmost challenges that the teachers considered based on the table are: Subject appropriate strategy application with 56.39% teachers who considered it as a challenge concerning minor/major subjects they are teaching, alternative teaching strategies application is next with 54.89% of the teachers agreed and considered it as a challenge, with 54.13% responses was intervention strategy appropriation, and the last, with 51.13% teacher respondents claimed as a challenge relevant to their major/general education subjects taught is practical skills. The very concern of the teachers is strategy which means that MDL requires a different strategy which is not yet used by the teachers.

Subject appropriate strategy application means that proper or appropriate strategy for a subject or discipline. Almost all of the teachers in Milagros East District are self-contained or teaching all the subjects in a particular grade level. Elementary school teachers, with so much subjects taught moved all possible means to make their subjects understandable or be delivered with ease especially that they have no trainings or background about this mode of teaching and it really gives them a challenge.

Although, subject matter has been taught in different ways such as inquiry, hands-on learning, social interaction, and constructivism, such pedagogies seem difficult to implement in a distance learning, and teachers do not feel adequately able and prepared to teach the subject remotely (Lichoro, 2015). Teachers who are new to distance learning may feel unprepared to facilitate teaching, thus, need support as to technical, pedagogical, and time management (Dyment, 2013) as cited by De Villa and Manalo (2020).

Alternative teaching strategies speaks of the capacity of teachers that the appropriate techniques or varied activities along their teaching will cater the diversity of learners through distance learning. If teachers could not identify the best strategy to employ through face-to-face learning before, how much more to distance learning where the interaction between learners and teachers are not possible.

De Villa and Manalo (2020) identified themes related to challenges of distance learning encountered by secondary teachers in the Division of San Pablo City such as complexity of assessment, difficulty in instructional delivery and digital divide. So, it implies that MDL has significant effects with the instructional delivery or alternative teaching strategies for the teacher to be prepared for them not to encounter this as

a challenge anymore once they're into it.

Lastly, the challenge posed by Modular Distance Learning along major/minor subjects taught to teachers is intervention strategy appropriation. While, parents within the Philippines has chosen Modular Distance Learning as the most preferred learning modality in times of pandemic, their perceptions were different to the lived experiences of the teachers in this study as the program started. The teachers made a big adjustment from the very start of the implementation of this mode of learning just to make education not to stop and made teaching possible by them. However, as it continues from October 5, 2020 to present, teachers find it hard to validate the performance of their learners specifically if the older siblings, parents, or guardians are the one who accomplished the modules which supposedly the learners themselves. So, the teachers made a conclusion that it was challenging to find good intervention strategy to apply if the learners are at home with some other people they relied with their task than their own efforts. Furthermore, the learners are diverse and mostly residing in remote coastal areas and there is an absence of internet barring teachers not to reach the learners for the supposed intervention or home-visitation.

The Philippine education system, particularly in the basic education, faces challenges related to learning delivery modalities. It is eyed that marginalized learners are expected to have less access to resources causing social disadvantage and digital divide. Thus, flexible learning has been subjected to further evaluations and debates in terms of inclusivity and equity in educational opportunities as cited again by De Villa and Manalo (2020). The challenges found out by this study calls for the Department authorities to have an immediate action for effective result of Modular Distance Learning in the long run or as it continues.

Noting the data presented, teachers implementing Modular Distance Learning in Milagros East District have considered strategies appropriate to distance learning as a real challenge. Wegner (2013) posited that in education systems, learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. An efficient growth of knowledge inside and outside of school is only possible if students have skills which initiate, guide and control the search for information and later on its processing and storage. This will only happen when teachers are exposing kids to this path which are provided in their lessons and are only achieved



successfully when proper strategies were employed by the lesson designer.

Major challenges posed by Modular Distance Learning along expertise of teachers

Teachers have been trained in the Higher Education Institution as to how teaching will be when they are already in the field, doing the job. However, highly proficient and proficient teachers alike are not prepared to teach under the modular distance learning. Lot of teachers have been trained by the Department in different techniques and modern strategies just to cope with the demands of time, but the demands that CoViD-19 has posed is a different one.

With the new modality, it is vital to delve into the challenges faced by teachers in considering their expertise. Hence, teaching and learning which mainly happens inside the classroom becomes the most susceptible to disturbance but teachers decided to cope with and adopt with this New Normal education. At this time of pandemic where learners learn remotely, teachers’ expertise was tested and expected to encounter some challenges.

Cornford (2016) stressed the need for the teaching of ‘learning-to-learn’ strategies before modular courses are commenced and the importance of assessment to integrate knowledge gained from modules. Bruner’s spiral curriculum concept is particularly useful in ensuring adequate practice and effective integration in modular course design.

Table 6b shows the challenges posed by Modular Distance Learning along the teachers ‘expertise.

The table revealed production of learning material suited to learning needs, intervention strategy appropriation, s knowledge level assessment, supplemental material designs, appropriate module design, and academic task completion levelling as the challenges considered by majority of the respondents as posed by Modular Distance Learning along the expertise of teachers.

Table 6b. *Challenges posed by Modular Distance Learning along Expertise of Teachers*

<i>INDICATORS</i>	<i>Frequency</i>	<i>Percentage</i>
Production of learning material suited to learning Needs	101	75.939%
Intervention strategy appropriation	88	66.165%
Knowledge level assessment	70	52.631%
Supplemental material designs	68	51.127%
Appropriate module design determination	68	51.127%
Academic task completion levelling	67	50.375%
Learner performance expectancy setting	64	48.120%
Academic achievement targeting	64	48.120%
Learner effort expectancy setting	59	44.360%
Analytic learning development	58	43.609%
Efficiency booster	58	43.609%
Purposeful facilitation frequency	55	41.353%
Pragmatic experience assessment	52	39.097%
Memory-structured concept development	51	38.345%
Abstractness of concept decrement	51	38.345%
Curriculum re-engineering	49	36.842%

First in rank is the production of learning material suited to learning needs which is synonymous to the study of Pe Dangle and Sumaong (2020) who said that teachers’ lack resources for reproduction and delivery of modules are evident. Sometimes, the printer is not functioning well. In worst cases, there's no electricity. Therefore, they experience difficulty in printing and mass production of modules. However, production of suited learning materials here means expertise in order to deliver modules appropriate for the type of learners that a particular teacher has. Considering the other challenges identified, it can be noted that these all deal with designing a lesson appropriate for the modality and for the learner, as the most important point.

Intervention strategy appropriation is another challenge posed by Modular Distance Learning which is required but difficult to happen due to individual differences of the whole class, no face-to-face learning or daily interaction among learners, parent and teachers lack trainings or teachers preparation are



insufficient, are just some considerable causes why experience of teachers has been questioned on what best intervention strategy application will work in the new modality of teaching and learning.

The prevailing challenges of the secondary teachers of the Division of San Pablo in terms of resources, preparedness, and communication based on the study of De Villa and Manalo (2020) is synonymous to the elementary school teachers of Milagros East in which teachers cannot individualized instructions as required since they are self-contained and with a big class size hastily giving an impression that teachers were not able to prepare for their lesson with parent's lack of trainings on how to facilitate Modular Distance Learning adding to the many challenges that a teacher has to go through.

Knowledge level assessment found to be in the top three challenges revealed in this study which means that in Modular Distance Learning, it can be seen that there is no congruency to the level of capabilities or knowledge of the teachers the same with the learner as they have conducted an assessment. With the individual differences of the learners and teacher, the level of each learner cannot be easily determined, specifically that there is no interaction or communication between them. This is said to be one of a major inherent weaknesses of modularization as a method of content organization tends to fragment knowledge according to Cornford (1997). Assessment in distance learning is a process that consists in collecting information on the learning accomplished by a student and in interpreting this information. It will be used to make a judgment and to make the best decisions possible about the student's level of achievement and the quality of the teaching.

There are teachers who are not suited to this type of learning and not all subjects are best taught via this medium and the teacher himself is not prepared for this (Valentine, 2002). Teachers must have trainings and should adapt teaching methods for the distance learning so that he could address the level of knowledge that his learners have and it would not be anymore a problem or challenge to him in a long run.

Sullivan (2017) published that distance learning is achieved through activities both passive (reading, listening, viewing) and active (experimenting, rehearsing, trying). Activities should be chosen that best suit the content, students' levels of knowledge, experience, and ability, and online delivery constraints, particularly accommodating synchronous, asynchronous, and mixed course participation. Student

self-selected or self-developed learning activities should be incorporated along with instructor-selected and instructor developed activities, consistent with a two-dimensional. This book "Instructional Design Standards for Distance Learning" therefore sets the types of activities that must be included in the modules of the learners for it is in the activity design that learning happens under this type of education (NEAP, 2020).

Major challenges posed by Modular Distance Learning along experience of teachers

Experience is the best teacher and teachers are banking on their experiences that is why they are becoming savvy in delivering what is expected of them. But in the present situation, all is fair in terms of experience, be it new or old in the service, no one has ever prepared for this type of modality.

Sadiq, et al. (2014) stressed that module developments promote practice to plan and develop modular materials. Module writers develop a common framework for the design and development of modular materials. Brown and Atkins (1991) state that when designing modules, it is essential for teachers to be aware of concepts of deep and surface approaches to learning. This specific requisite skill needs experience.

Teachers have other concerns about distance learning, primarily how will it change their role in education despite their experiences on how long or how much, since they are facing the new normal of education for the first time. Their concerned on the challenge posed by Modular Distance Learning along their experience that must be heard and examined and this will be given by the data on the table 6c.

Table 6c. Major challenges posed by Modular Distance Learning along experience of teachers

INDICATORS	Frequency	Percentage
Production of learning material suited to learning needs	87	65.413%
Intervention strategy application	81	60.902%
Vocabulary development among learners	79	59.398%
Positive attitude development	77	57.894%
Appropriate module design determination	68	51.127%
Resource mobilization	67	50.375%
Knowledge level assessment	66	49.624%
Academic task completion levelling	61	45.864%
Deep reinforcement learning application	60	45.112%
Adaptive learning experience determination	58	43.609%
Learner autonomy appreciation	55	41.353%
Purposeful facilitation frequency	54	40.601%
Curriculum re-engineering	50	37.593%

The challenges posed by Modular Distance Learning along the experience of the teachers were summarized in the table. The results showed that there were six (6) challenges that the teachers have considered: production of learning material suited to learning needs considered by 65.41% teachers, for 60.90% is the intervention strategy application, vocabulary development among learners is a challenge for 59.40%, for the 57.90%, it is positive attitude development, as considered by 51.13%, appropriate module design appropriation, and resource mobilization for 50.38%.

Production of learning material as the topmost among the indicators of the challenges deals with the capability of teachers to provide learning materials for the learners depending on their needs and capabilities. With so much modules to be for all subjects every week for all learners composed of so many pages, and it depends on the presence of electricity and printing supplies like printer, bondpaper and ink, it makes every teacher not just in Milagros East District as very challenging.

The findings of this study is alike to the study of Pe Dangle and Sumaoang, (2020) who found out the main challenges that emerged. These were lack of school funding in the production and delivery of modules or teachers lack resources for reproduction and delivery

of modules. Sometimes, the printer is not functioning well. In worst case, sometimes there's no electricity. Therefore, they experience difficulty in printing and mass production of modules. However, most of the teachers still opt to use Modular Distance Learning over other learning approaches because of poor internet connection as the main reason. In addition, it is accessible and feasible for everyone especially for students in remote areas in which the schools in Milagros East are situated.

Faced with these facts, teachers have to adapt at a dizzying pace not only to new methodological approaches, but also to their own confinement, presenting high levels of stress (Díaz, et.al 2020) and this stress is attributable to the different challenges that they need to face and to surpass.

This new educational scene requires the taking of a series of measures, among which the training needs of education professionals to facilitate the teaching and learning process through Modular Distance Learning as the current context in the Division of Masbate but intervention strategy application occurred or stands out as another challenge for the teacher in this study. It's not about how much the experience of the teacher is when it comes to this modality which is new in to all to impose in the field. Teachers find it all challenging to apply any strategy intervention following the health protocols specifically that they lack trainings, resources, preparation, etc, which are some of the reasons.

Furthermore, profiling of the learners is difficult which will supposedly give an implication for the teacher to get to know the learners when it comes to their strengths or weaknesses and hint for them to what appropriate strategy could they give or intervene. Unfortunately, with the distance among learner, parents, and teachers, it's impossible to acquire. As stated by Colorado and Eberle, (2010) as cited by De Villa and Manalo (2020), teachers shall address the different needs of the learners; thus, it is important to know them by having assessment of their needs and determining their demographic profiles such as age, location, socioeconomic status, and parents' employment status and educational background. Profile serves as valuable tool for effective planning. Understanding students' demographics and background can assist teachers to make helpful decisions on the applicability and appropriateness of online or distance programs.

On the other hand, vocabulary development among learners has been a challenge as considered by the

teachers. This is due to the prohibition of face-to-face learning where there is no interaction or communication between learners and teachers. The queries of the learners with regard to their subject if there's no one can assist or guide them at home which supposedly the role of the teacher, is not materialized.

Additionally, there is an absence of learner's interaction with their playmates or schoolmates and teacher at school which adds or develop their vocabulary development. Bhamani (2020) also believed that due to the sudden closure of schools, students are missing social interaction which is vital for better learning and grooming. It was mentioned also by Union, (2020) when schools close, many children and youth miss out on social contact that is essential to learning and development. This has an immediate as well as a long-lasting effect, particularly for the more vulnerable and disadvantaged communities.

In relation to the experience of the teacher implementers of Modular Distance Learning, challenges ranged from the proper strategy to be applied, designing lessons for the modules, vocabulary, and mobilizing resources. A teacher is not only confined to teaching and learning process but to work with different people surrounding him/her in order to deliver quality education.

The most reported challenges were lack of sufficient time for study, difficulties in access and use of ICT, ineffective feedback and lack of study materials. This study recommended the school to strive to achieve effective and balanced teaching and learning system that satisfies the desire of the learners to the extent that they would wish to come back to the institution for further studies and feel proud to recommend the institution to others who are seeking for knowledge (Musifangi, et al, 2015).

With that, education authorities in the field of curriculum implementation should work with teachers to cope those challenges they experience along the implementation of distance learning and to address their needs in resources and training or strategy to effectively facilitate the delivery of quality education for students.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. Modular Distance Learning (MDL) was considered by learners, parents, and teachers as a very good alternative program or mode of teaching and learning to continue education despite COVID-19 because it gave chance to learners to work on the activities, assignments and questions with areas of difficulty before the date of retrieval of modules; gave sufficient time to study the lessons independently or with the assistance of family; enabled the learners, parents and teachers to solve the problems which they encountered in the modules collaboratively; and posed greater responsibility for independent learning.
2. Modules used developed unmotivated people due to the distance between teacher and learner; required heavy workload or paper works; and posed lower academic performance, while difficulty in monitoring and assisting the mastery of learning competencies made MDL difficult for teachers.
3. The consideration that Modular Distance Learning is moderately effective by learners and parents was due to educational support and allowance of sufficient time to master the competencies.
4. Modular Distance Learning was difficult for teacher due to difficulty in appropriating intervention strategy in the lessons, production of appropriate learning material, assessments, and material designs.

In light of the foregoing findings and conclusions, the following are the recommendations of this study:

1. Modular Distance Learning (MDL) may be continued as a mode of learning delivery during pandemic due to ample time it provides for learners to work on their academic activities, and teaches learners to study the lessons independently and collaboratively and can be used for learners who are experiencing threats, for those with parents who are undereducated, and those who need to save a money.
2. Teachers need to prepare module lessons and learning tasks which are motivating and engaging since they are far from learners, and they can be capacitated along management of paper works involved, monitoring, and assisting in the mastery of learning competencies in Modular Distance Learning. While parents can be capacitated by schools in order to make them capable of learning facilitation.
3. Teachers need developmental and enhancement seminar-workshops along intervention strategy appropriation, production of appropriate learning material, and applicability of strategies, and assessments and material designs under the Modular Distance Learning.

Researchers may conduct other researches along gains and pains of the learners, parents, and teachers involved in the implementation of Modular Distance Learning.

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