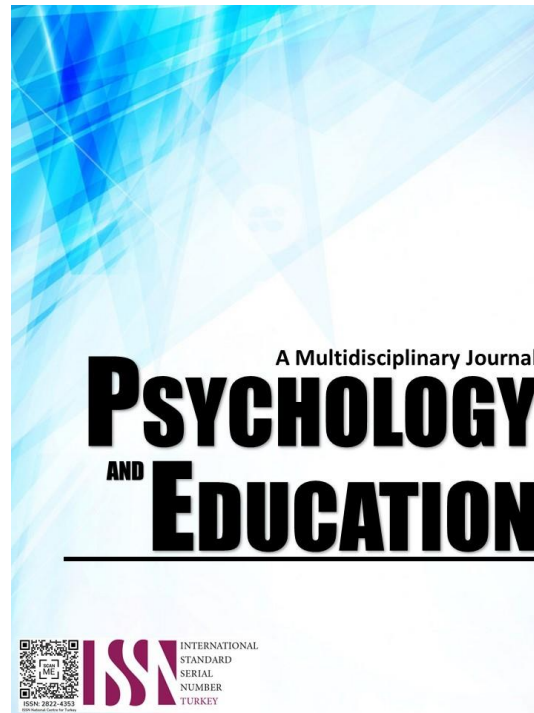


**PERCEIVED CHALLENGES FACED BY TEACHERS
IN PRINTED MODULAR DISTANCE LEARNING
MODALITY AND TEACHERS' PERFORMANCE IN
TIMES OF PANDEMIC**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 9

Pages: 419-432

Document ID: 2023PEMJ759

DOI: 10.5281/zenodo.7995121

Manuscript Accepted: 2023-1-6

Perceived Challenges Faced by Teachers in Printed Modular Distance Learning Modality and Teachers' Performance in Times of Pandemic

Verna B. Cariaga*

For affiliations and correspondence, see the last page.

Abstract

This study aimed to know the extent of perceived challenges and teaching performance. A mixed method was used for 30 senior high school teachers in Negros Oriental via complete enumeration. Data sets in both the quantitative and qualitative categories were analyzed. Most respondents were male, with bachelor's degrees specializing in seven subject areas, with Teacher II in teaching positions. Senior high school teachers identified significant obstacles in module preparation, dissemination to students, monitoring students' learning, retrieval of modules, and checking and providing feedback. Despite these obstacles, teachers modified their lesson delivery to be more effective. As a result, the IPRCF rated their teaching performance as highly satisfactory. Only the area of monitoring students' learning had a significant outcome in terms of sex with the teachers' perceived problems in the distant modular learning mode. Meanwhile, the most advanced educational qualifications, specialization, and teaching positions yielded insignificant results. Only sex significantly impacted teachers' levels of teaching performance in terms of IPCRF rating, whereas the highest educational attainment, specialization, and teaching position produced non-significant results. The level of teachers' perceived problems is related to teachers' performance in terms of IPCRF rating, as outcomes revealed substantial results in the six domains of instructional delivery.

Keywords: *challenges, distance learning, pandemic, teachers' performance, modular learning*

Introduction

The printed modular distance learning modality has been adopted by the Department of Education (DepEd) in the Philippines as response to the limits posed by the coronavirus disease 2019 (COVID 19). This is in accordance to the Basic Education – Learning Continuity Plan (BE-LCP), which is released to ensure that learning will take place despite the pandemic (DepEd, 2020).

More specifically, the BE-LCP will serve as guide for schools in adopting the most feasible learning delivery mode locally. In connection to this, the Most Essential Learning Competencies (MELCs) is crafted to lessen the burden of face-to-face classes into distance learning resources that still have priorities on K-12 curriculum standards (Philippine News Agency, 2020). Schools made use of their most feasible delivery modes. However, Manalac (2021) pointed out several challenges in the year-long implementation of the modular distance modality in terms of teachers being tasked to deliver different modules, teachers having inadequate training to produce quality type of learning materials, and insufficiency of the printed modules locally. According to Castroverde and Acala (2021), teachers faced with major challenges in the implementation of the modular learning modality in major areas such as preparation of modules, distribution of modules to students, monitoring students' learning, retrieval of module, checking, and

giving feedback to students. Studies in 2020 have confirmed these challenges and suggested modifications of the programs to sustain the delivery of successful education (Dangle and Sumaoang, 2020).

Evaluating the perceived challenges faced by teachers in printed modular distance learning modality and teachers' performance. Teachers had a hard time managing their time preparing the modules and its retrieval, checking of outputs and giving feedback to students are the common challenges in local school setting. Since the printed modular learning was new to the school system, necessary changes will produce benefits that students can avail amid the challenges brought by the pandemic.

Studying the perceived challenges faced by teachers in the printed modular distance learning modality can help to identify common challenges in local school setting. Hence, this research focused to gather and analyze the perceived teacher's challenges in printed modular distance learning modality to teacher's performance. Findings will be a reliable stepping-stone to develop action plans in the printed modular distance learning implementation for the school years to come.

Research Questions

The study aimed to explore the perceived challenges faced by public secondary school teachers when it comes to their experiences and their teaching performance in the printed modular distance learning

under the COVID-19 pandemic. Specifically, this study sought to answer the following questions:

1. What is the socio-demographic profile of the respondents in terms of:
 - 1.1. Sex;
 - 1.2. Highest Educational Qualifications;
 - 1.3. Specialization; and
 - 1.4. Teaching Position?
2. What is the extent of teacher's perceived challenges in terms of:
 - 2.1. Preparation of Modules;
 - 2.2. Distribution of Modules to Students;
 - 2.3. Monitoring students' learning;
 - 2.4. Retrieval of Module;
 - 2.5. Checking;
 - 2.6. Giving Feedback to Students?
3. What is the level of teacher's performance in terms of IPCRF rating in modular learning?
4. What are other challenges teachers have faced in the implementation of the modular learning modality?
5. Is there a significant difference on the teacher's perceived challenges when grouped according to profile?
6. Is there a significant difference on the teachers' performance in terms of IPCRF rating in modular learning when grouped according to profile?
7. Is there a significant relationship between the teacher's perceived challenges to teachers' performance in terms of IPCRF rating in modular learning?
8. What enhanced learning continuity plan may be established to increase teachers' performance utilizing the printed modular learning mode?

Literature Review

Teacher's Perceived Challenges

Along with other Asian countries, schools in the Philippines vary their educational delivery modes in terms of Modular Distance Learning wherein learners use applicable self-learning modules (SLMs).

Local schools conducted a survey on what type of delivery mode that would be applicable to the learners' unique locality, financial status and topography. In the case of Mabinay, Negros Oriental, majority of the parents selected printed modules as the mode of learning delivery according to the Learner Enrollment and Survey Form (LESF) consolidated results of Mabinay National High School (MNHS), where the researcher is also assigned.

On the challenge of orienting the parents to technology, some senior high school vocational tracks would have to require hands-on sessions in laboratories so that it may lessen the burden of parents on technology both in capacity and in financial capability.

Moreover, the Department of Education, enhanced its avenue for those who are required in technology-based education by equipping the school leaders and classroom teachers to a variety of delivery modalities. Through the National Educators Academy of the Philippines (NEAP), the department provided avenue for seminars and capacity-building workshops.

Preparation of Modules

According to the Department of Education in 2020, the self-learning modules (SLMs) are intended to address the needs, situations, and resources of local learners. SLMs are produced in print format for those without access to the internet or electricity. SLMs are also made with video lesson companions to assure inclusive education. Through press release, DepEd assured priority on safety and health of teachers and personnel while following the existing work arrangement and health protocols.

In a 2015 study to investigate the challenges facing

Open and Distance Learning students at the Zimbabwe Open University (ZOU), findings showed range of obstacles on learners' end in terms of "sufficient time for study, difficulties in access and use of ICT, ineffective feedback and lack of study materials." In congruence to effective teaching, the said study recommended to develop a program in local schools in balanced teaching and learning system that will mitigate the identified challenges.

Meanwhile, it is also important to note that delayed study materials, especially modules, caused stress to students because it also affected students' time for compliance. It is said that "lack of study materials may force students to submit assignments that are not properly written and they are likely to get to examinations without enough preparation resulting in poor performance."

When this happens, the study added, the quality of education may become questionable. It is because the instructional related challenges may also cause delayed feedback on examination results, possible lost outputs and unrecorded grades, which are expected to contribute negatively to students' learning. Moving on to another content can be hard for students and also to

teachers, that is why it is recommended that academic support and administrative services be improved both not only in regional but also in local level.

Similarly, teachers' lack resources for reproduction and delivery of modules are also identified by the study of Dangle and Sumaoang in late 2020. They said that unstable network of electricity had caused also delays in printing and mass production of modules. Also, challenge emerged in terms of school's lack of funding in the production and delivery of modules, which affected the preparedness and communication of teachers to parents and guardians as to the exact time of distribution and retrieval of modules. Thus, the study suggested to improve schools' existing programs and guidelines on the implementation of modular distance learning that will cater on those challenges.

Distribution of Modules to Students

The distribution of module is done strategically in the pandemic. The United Nations (2015) has been clear to emphasize that education should still be accessible even during times of war and crisis. Nations should put clear emphasis in their obligation to create opportunities for education amid hard period of time.

In addition, the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2020 pointed out that curriculum planners should focus on exploring more alternatives deeply anchored on the depths of education for all.

In a descriptive-qualitative study by Gueta and Janer (2021) that determined distance learning challenges on thirty learners using self-learning modules in Bulacan North Central School, they found out that assistance from the learner's relatives and friends helped the financial needs of the school.

The study revealed that the government is suggested to make textbooks instead of modules, which can be used long-term. They added that protection equipment for teachers and ample time for assessment and monitoring of pupils' performance must be prioritized and enhanced. Meanwhile, there should be teacher-parent interaction which can be done through social media platforms. It is also important that modules are more simplified with less but more important activities are only included. This specifically means less group activities, unnecessary exercises but with more examples and explanations.

In terms of competence in the learning deliveries and multimodal approaches of teachers in the new normal, a 2021 study was conducted in Magallanes South

District during the school year 2020-2021. There were one hundred fifteen (115) teachers and twelve (12) school heads who responded through a survey. The study revealed teachers' perception to be satisfactory when it comes to level of competency in delivering multi-modal learning. This was based on factors on teacher-learner interaction, subject-matter mastery, active and personalized learning, and inclusion. It is good to note that teachers were believed to be excellent in instruction and learning assessment. School heads perceived, however, that teachers are excellent in all aspects except active and personalized learning.

On the other hand, internet connectivity and lack of training were identified to be major challenges in the implementation of various learning modalities.

Hence, teachers should be given continuous training on delivering multi-modal learning approaches, and teachers and school heads must create scheme for clear communication through meeting and dialogue in the most feasible scheme they created. Challenges were suggested to be elevated to the upper officials for proper solution and for future funding if necessary (Herrera & Janer, 2021).

In the area of curriculum, through a research article published in International Journal for Current Research, the City of Naga Division, Cebu, Philippines adopted the scheme in Printed Module Distance Learning, which is their response for those who preferred the traditional way instead of online. Labrado et al. (2020) pointed out, with the risk of unfinished tasks, that students should refer to the Weekly Home Learning Plan which also needs a sense of responsibility. Teacher must also make interventions when necessary, using Individual learning Monitoring Plan. Local resources can be used with the help of community and other stakeholders.

Meanwhile, the researchers emphasized that modules made the topics easier to understand than printed books because of the key points included. It was also found out that parents and guardians saved money for transportation compared to face-to-face classes done on weekdays.

Monitoring students' learning

Teachers faced more challenges in monitoring students' progress in modular distance learning because there is no assurance that all students can study independently, which is verified by the of Dangle and Sumaoang (2020) that found out 70% of students, who responded in their study, cannot follow

easy instructions in the modules.

Related studies also show that in modular learning modality, teachers have a lot of paper works, ranging from papers to check and record to other designations in school, according to a 2020 study that focuses on the implementation of modular distance learning in the Philippine secondary public schools. With the new setup of learning at home, some learners are unable to finish their modules on date required. Students also spend their study time helping siblings with their modules in the absence of parents, who work for living.

Mastery of the lessons is hard to assure, according to the said study. There were instances that students passed incomplete activities because of jobs they have such as helping their parents earn for living. Teachers also identified the educational status of parents to be a challenge. Some parents didn't finish their studies, making it hard for them to assist their children.

Retrieval of Module

Through an agreed system organized by teachers and parents, students' modules and outputs were retrieved. Along the process, teachers collected the modules and activity sheets coupled with challenges. Numerous studies found similar challenges. Common challenges in retrieving are students' failure to submit modules on time, incomplete answers in a module and incomplete answer sheets. There were instances that students would skip module retrieval because of unexplained circumstance.

Collecting the modules, according to studies, can be associated with students' duty in complying with all the requirements specified in their activities. With students being unable to submission of modules on time, teacher's schedule in checking the modules can be affected. Teachers experienced big challenge as to the time in checking all the outputs of the students due to delays from retrieval.

It is also found out that more struggles came in terms of the identification of student modules due to students being unable to write their names. This translates to teachers' problems during segregation of the modules, affecting traceability of students' answered modules.

As to the challenge of accepting students' incomplete module outputs, teachers would have to accept them in an agreement with the parents that their learners would have to accomplish the lacking activities. In situations like students not being able to submit any answered module in a specific quarter, the teacher would have to

exhaust all means possible. Having such does not only affect teachers when it comes to monitoring but also to the students, who do not learn possibly anything from school during pandemic.

The study by Sumaoang et al. (2021) suggested that schools must formulate its own capacity any system possible to gather students' answered modules as much in a week. The study said that the assigned teacher can collect the modules from the parents through barangay halls. There is also a need to exercise necessary to coordinate with both students and the parents to promote the passing of modules with complete answers, with names or labels for identification and if possible, will follow the schedule set for the submission of outputs.

Checking

After retrieval of the modules, teachers will grade students' answers. Checking is done in accordance to the components set by the Bureau of Learning Resources – Quality

Assurance Division (BLR-QAD) of DepEd. Self-learning modules (SLMs) are translated from the main guidelines into preassessment, recall, presentation (concept development, activities, assessments), application, generalization or synthesis, and post-assessment. Studies found out that it is challenging for teachers to evaluate a student without evidence of learning. During checking, teachers found difficulty in outputs with no answers, thus unable to record with regard to the students' performance. It is believed sometimes that no answers could mean that students are not interested in the process of learning. It is common knowledge also that teachers have other tasks in school that may affect teachers' time and efficiency in checking students' outputs.

Giving Feedback to Students

When it comes to effective schools with students consistently achieving, various studies also found out that schools with strong and positive school-home relationships are effective despite the low social and economic neighborhoods. In a booklet, Parents and Learning, published by the International Academy of Education (IAE) and the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017), roles of parents in learning were emphasized when it comes to: 1. The parent/child relationship, which includes daily conversation about everyday events, expressions of affection, family discussion (books, newspapers, magazines, television programs), family

visits (libraries, museums, zoos, historical sites, cultural activities) and encouragement; 2. Routine of family life in the form formal study time at home, daily routine (time to eat, sleep, play, work, study and read), quiet place to study and read; and family interest (hobbies, games, activities of educational value); 3. Family expectations and supervision when it comes to punctuality, patterns of family life, correct and effective use of language, parental monitoring (children's peer group, monitoring and joint analysis of televiewing), parental knowledge (child's progress in school and personal growth).

Student's performance is directly affected by both supports from teachers and parents. Similarly, UNESCO (2020) mentions that leading researchers on educational management have pointed out the shared responsibility of parents and teachers for a successful education. Findings of their studies say that engagement of both should be mutual in the form of school meetings or activities that may require parents to volunteer and support their children both at home and school. Thus, commitment is necessary for both parts so that the students become more motivated and develop a love of learning in which Delgado (2017) repeats that support from families will lead to their children's educational success.

The Article XIV, Section 2 of the 1987 Constitution mandates collaboration of public and private institutions in the educational system, giving birth to the Basic Education Learning Continuity Plan (BE-LCP) featuring an adopted curriculum with the Most Essential Learning Competencies (MELCs). The new curriculum was now being delivered in different learning delivery modalities through learning modules in print, digital, and broadcasting formats, and others that cater education for all. To ensure copyright observance, the creation and production of the new learning materials followed the conditions under the Intellectual Property Code of the Philippines as amended by R.A. No. 10372.

Teaching Position

Teachers should meet all the minimum qualification requirements of the teaching position in senior high school, which is also in accordance to the guidelines set by the Civil Service Commission (CSC) Memorandum Circular No. 15, s. 1999. 5. Qualified applicants will undergo evaluation and selection criteria through DepEd policy, rules and regulations and the official list of applicants will follow.

According to the CSC, the Senior High School

Teacher refers to "a person who meets the minimum requirements whether on full-time or part-time basis including industrial arts and vocational teachers and all other persons performing supervisory, managerial and/or administrative functions in all schools and educational offices at the district, division, regional and central levels and qualified to practice teaching under RA 7836 and/or those performing functions in support of education."

In the selection process for the teaching position, firstly the applicant is evaluated in his/her teaching ability, when it comes to knowledge of content and pedagogy, communication, effective lesson-planning, instructional strategies, and/or student assessment.

Secondly, comes the classroom management, wherein the applicant is evaluated where he/she demonstrates ability to encourage positive learning environment, whether he/she shows reasonability for classroom environment and cultures, resolves potential challenges involved in teaching in senior high school students, conveys willingness to try innovative or multiple strategies to address challenges, and implements strategies to deal with uncommon classroom management challenges

Thirdly, comes the area in school fit, wherein the candidate teacher is evaluated whether he/she has the skills and needs for development for school, appropriate or professional manner, respect for the opinions of others, professional expectations and/or preferences in school culture, appreciation on family support, and strategies for creating positive school community.

Teachers' Performance

The DepEd Memorandum – Planning and Human Resource and Organizational Development (DM-PHROD) in June 2021 prescribed the usage of the Individual Performance and Commitment Review Form (IPCRF) in an attempt to determine the teacher's performance in the school year 2020-2021.

According to the IPCRF, teachers are rated in key results areas categorized as (1) Content & Pedagogy, (2) Diversity of Learners and Assessment and Reporting, (3) Curriculum and Planning, (4) Community Linkages and Professional Engagement & Personal Growth and Professional Development and (5) Plus Factor (DepEd, 2020).

IPCRF serves to link the teacher's individual achievements and meaningful contribution to the realization of the department's vision and mission.

This also promotes individual and team growth, participation and commitment while teachers pursue to grow not only professionally but also personally despite challenging conditions brought by the pandemic.

Meanwhile, topographical conditions have been a major challenge even when the pandemic did not hit the country. And how much more during the crisis for teachers?

Locally, physical readiness of school teachers was done through the division and regional offices in a form of capacity building programs through learning action cell (LAC), improved resource materials, and other forms of support, and the implementation monitoring.

Through DM No. 050, s. 2020, DepEd provided trainings and specialized programs for teacher development as answer to the needs of time. At large, the national government implemented public health measures to downplay virus transmission, which led to learning institutions modifying with the new norms in education. Teachers found ways to adjust and address the changes in the pandemic. Traditional practices were modified to fit the demands of the community under the pandemic.

In a study by Lanchico (2020) titled “Changes, Challenges, and Opportunities in Teaching Senior High School Earth Science amid the COVID-19 Pandemic,” he described his personal reflections on the adjustments caused by the pandemic on his practice as senior high educator and some ways to mitigate them.

He pointed out that changes made due to suspension of laboratory activities and postponement of off-campus activities prompted them to look for options through online teaching. He added that teachers, students, parents, and all stakeholders should be proactive in answering difficult situations. He recommended to view changes and challenges as opportunities to commit to continue in pursuing education even during pandemic with the belief that there are still available avenues that still cater quality in education.

In the same manner, the Department of Education initiated its answer by delivering various platform access, stimulating learner’s readiness through orientation on what type of modality that fits them locally. Teachers and household and community partners were also made ready by information and communication campaigns that encouraged local communities to support their learners continue their

pursuit of learning. Hence, DepEd Learning Resource Portal, DepEd Commons, and other LR portals and resources were updated for easy accessibility. Training of teachers were initiated to support learners under vulnerable environments.

The said conditions are namely victims or at risk of child abuse and bullying, children under conflict-afflicted areas, children in disaster-prone areas, gifted children, and learners at risk of learning discontinuity.

The local Inter-Agency Task Force (IATF) served as direct guide for each school to what type of capacity-building interventions local schools would have to employ.

Methodology

Research Design

Generally, this research used a mixed method in research which combines quantitative and qualitative components. Using this gave a more complete picture than using only quantitative or only qualitative research because they shared the benefits of both (Harvard University, 2020). Mixed methods had been used in the behavioral, health, and social sciences, particularly in collaborative contexts and complex situational or societal studies.

Locale of the Study

This study was conducted among senior high school teachers who handled subjects during the school year 2020- 2021. Similarly, to avoid more bias in their assessment of challenges along the school year, these teachers must have not undergone months of leave within the school year so that they participate in the research activity with clear knowledge of the printed modular implementation challenges.

Respondents of the Study

Thirty (30) public senior high school teachers, who expressed willingness to participate, were presided in the study. They were selected from the four (4) senior high schools with full-length service in the entire school year 2020-2021.

Sampling Technique

Complete enumeration was used in this study so that each of the four schools would be properly represented. Overall, thirty (30) willing senior high

school teachers respond in the study on the condition that they had rendered full-length service in the school year 2020 - 2021. To review the total population, there were three (3) teachers from School A, three (3) teachers from school B, also three (3) teachers from school C and the School D with (21) teachers, totaling to thirty (30) teachers.

Data Gathering Instrument

In this study, two particular instruments were utilized with tested validity and reliability: an adapted questionnaire with an interview guide for the perceived challenges and teachers' IPCRF rating to determine the level of teachers' performance which served as secondary data.

The researcher used an adapted questionnaire which requires more substantial changes than adopting an instrument. Hence, the researcher followed the general design of an original questionnaire but added items, removed items, and/or substantially changed the content of each item. The instrument was based on the 2021 study of Castroverde and Acala with a title "Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic," which is published in International Journal of Research Studies in Education 2021 Volume 10 Number 8, 7-15. The study's concept explored how the printed modular learning is implemented in the researchers' locality and the challenges teachers have faced in terms of preparation of modules, distribution of modules to students, monitoring students' learning, retrieval of module, checking, and giving feedback to students. Since the aforementioned study was qualitative, the researcher used the identified challenges and its related concepts to obtain necessary data for the new quantitative questionnaire. The researcher made necessary changes in areas and items that would suit to the respondents of this current study who were senior high teachers. Moreover, to determine the level of teachers' performance, the researcher utilized the IPCRF rating of teachers for school year 2020-2021. This result was based on the key result areas that the teachers were rated and validated by their immediate head. The qualitative aspect of the study was also supported by Key Informant Interviews (KII) from the teachers.

Validity and Reliability

Face validity and criterion validity were used in this study. According to Oluwatayo (2012), they refer to the feasibility, legibility, constancy of style and order of questions and statements, and the language

clearness. Three experts in the field of study evaluated the instrument through Cohen's Kappa Index (CKI) for validity. A minimally acceptable Kappa is 0.60 for inter-rater agreement is the recommended rating.

For reliability, test-retest was used to ensure the stability and merit for statistical analyses. According to Hobbs (2016), test re-test reliability determines whether the instruments appropriately quantify the idea and variables being studied, whether they produce the same outcome when tested again with the same condition.

Data Gathering Procedure

Before the actual conduct of the study, the researcher sought permission to conduct research from the School Principal, District Supervisor and the Schools Division Superintendent. After having it approved, willing senior high school teachers will be sought. They will be informed of the purpose of the study and how they could participate. The gathered data were logged in, ordered, analyzed and interpreted accordingly using Statistical Package for the Social Sciences (SPSS) software.

Key informants were interviewed. A small group of well-connected participants were asked about the motivations and beliefs of in terms of challenges of teachers. The wide range of backgrounds, perspectives, and open opinions about the variables under consideration would be helpful to understand the scope of this study.

Results

Profile of the Respondents

The next section presents the profile of the respondents when grouped according to their sex, highest educational qualification, specialization, and teaching position. In terms of sex, male (16 or 53.3) and females (14 or 46.7) are almost equally distributed in favor to male respondents. This means that male senior high school teachers are more dominant in the research local.

In terms of highest educational qualification, there are 20 (or 66.7) teachers who have bachelor's degree, 5 (or 16.7) with master's units, 4 (or 13.3) with master's degree, 1 (or 3.3) with doctorate's units. The result is obvious that all teachers are qualified to teach in the area given to them, with some of them still pursuing for further studies to equip themselves more in the teaching journey.

In terms of specialization, 7 (or 23.3) teachers majored in English, 3 (or 10.0) in Mathematics, 3 (or 10.0) in Science, 9 (or 30.0) in Technology, Vocational and Livelihood Education (TVL), 1 (or 3.3) in Physical Education (PE) and 7 (or 23.3) in Social Science. Majority of the respondents specialized in the academic tracks with only 30% of teachers in the TVL track.

In terms of teaching position, there are 2 (or 6.7) teachers with an item of Teacher I, 24 (or 80.0) with Teacher II, and 4 (or 13.3) with Teacher III. This shows that only few teachers will have to continue their professional development through enrolment for master's degree in order to qualify for promotion.

Table 1. *Profile of the Respondents*

<i>Frequency Count</i>	<i>Percentage Distribution</i>	
Sex		
Male	16	53.3
Female	14	46.7
Highest educational attainment		
Bachelor's Degree	20	66.7
Masters with Units	5	16.7
Masters Degree	4	13.3
Doctorate with Units	1	3.3
Math	7	23.3
English	3	10.0
Science	3	10.0
TVL	9	30.0
PE	1	3.3
Social Science	7	23.3
Teaching position		
Teacher 1	2	6.7
Teacher 2	24	80.0
Teacher 3	4	13.3
Total	30.0	100.0

Extent of Teachers' Perceived Challenges

The next section presents the extent of teachers' perceived challenges in terms of instructional delivery during pandemic. It is revealed that the preparation of modules (2.84), distribution of modules to students (2.98), monitoring students' learning (3.05), retrieval of module (3.29), checking (3.21), and giving

feedback to students (3.26) are all considered as High Extent. This means that teachers faced high challenges in these five areas in the instructional delivery during the pandemic according to Manalac (2021). Despite these challenges, teachers were able to make necessary adjustments to strengthen the new delivery mode of education according to reports.

Based on the study of Lanchico (2020), the changes brought about by the suspension of laboratory activities and the postponement of off-campus activities prompted teachers to seek alternatives through alternative teaching. In effect, teachers, students, parents, and all stakeholders should be proactive in dealing with difficult situations. Viewing changes and challenges as opportunities can create more available avenues that provide quality education.

Teachers, as well as household and community partners, should be prepared by information and communication campaigns that encouraged local communities to support their learners' pursuit of knowledge. The DepEd Learning Resource Portal, DepEd Commons, and other LR portals and resources should be always updated. In order to support students in vulnerable environments, teacher training initiatives should continue.

Level of Teaching Performance

The next section shows the level of teaching performance in terms of IPCRF rating during the pandemic. The teaching performance of the teacher in terms of IPCRF Rating results to 4.13, which is very satisfactory. This suggests that the senior high school teachers are competent enough to deliver the knowledge they have and level their performance and behavior on the standards of professional teaching (UNESCO, 2020).

Table 2. *Extent of teachers' perceived challenges in the instructional delivery during the pandemic*

<i>Instructional delivery</i>	<i>Mean</i>	<i>Interpretation</i>
Preparation of Modules	2.84	High Extent
Distribution of Modules to Students	2.98	High Extent
Monitoring students' learning	3.05	High Extent
Retrieval of Module	3.29	High Extent
Checking	3.21	High Extent
Giving Feedback to Students	3.26	High Extent

According to DepEd (2020), the IPCRF connects teachers' individual accomplishments and meaningful contributions to the department's vision and mission. This also promotes individual and team growth, participation, and commitment as teachers strive to grow not only professionally but also personally in the face of the pandemic's challenging conditions. Despite the challenges, delivering quality performance can be called plausible due to the value of keeping up with the professional standards in teaching (Dangle and Sumaoang, 2020).

Table 3. *Level of Teaching Performance in terms of IPCRF Rating*

	<i>Mean</i>	<i>Interpretation</i>
IPCRF Rating	4.13	Very Satisfactory

Difference on the Extent of Teachers' Perceived Challenges when grouped according to sex and highest educational attainment

The next section shows the difference on the extent of perceived teachers' challenges when grouped according to sex and highest educational attainment.

When it comes to the extent of the teachers' challenges in terms of sex, the preparation of modules (0.759), distribution of modules to students (0.728), retrieval of module (0.918), checking (0.886), and giving feedback to students (0.608) are all considered not significant, which leads to fail to reject the null hypothesis. Meanwhile, the monitoring of students' learning (0.31) is interpreted significant. Null hypothesis is rejected because it is lower than the significant level of 0.05. In terms of highest educational attainment, all areas are considered not significant because they are greater than the significant level, thereby failing to reject the null hypothesis. Since there is a link between teachers' work ethics and effectiveness, their capacity to provide high-quality instruction is directly impacted by their emotional intelligence. Along with managing students and the excessive amount of paperwork that needs to be finished, the teacher also has to be emotionally mature, show good work habits, and perform well as a teacher.

Table 4. *Test of Difference on the Extent of perceived teachers' challenges when grouped according to sex and highest educational attainment*

	<i>Sex</i>			<i>Highest Educational Attainment</i>		
	p-	Int		p-	Int	Decision
Preparation of Modules	.759	NS	Failed to reject HO	0.075	NS	Failed to reject HO
Distribution of modules to students	.728	NS	Failed to reject HO	0.437	NS	Failed to reject HO
Monitoring students' learning	.031	S	Reject HO	0.640	NS	Failed to reject HO
Retrieval of module	.918	NS	Failed to reject HO	0.280	NS	Failed to reject HO
Checking	.886	NS	Failed to reject HO	0.346	NS	Failed to reject HO
Giving Feedback to Students	.608	NS	Failed to reject HO	0.404	NS	Failed to reject HO

Difference on the Extent of Teachers' Perceived Challenges when grouped according to specialization and teaching position

The next section shows the difference on the extent of perceived teachers' challenges when grouped according to specialization and teaching position. When it comes to the extent of the teachers' challenges in terms of specialization, all areas are deemed not significant, which leads to fail to reject the null hypothesis. Similarly, challenges on teaching position are posed to be not significant because all p-values are greater than the significant level of 0.05, thus failing to reject the null hypothesis.

Since teachers would have to comply with the standards established by the Civil Service Commission (CSC), evaluation of practices through DepEd policy, rules, and regulations could be instrumental in making necessary adjustment to be effective teachers during this challenging time. The task of instructing youngsters appears simple to the average individual. The misunderstanding stems from the mistaken idea that teachers have always the good days; however, this is not the case. Additionally, there are just as many difficulties outside of the classroom as there are inside when it comes to monitoring learners' performance when the teacher is handling the subjects not in his/her specialization.

Table 4.1. *Test of difference on the extent of perceived teachers' challenges when grouped according to specialization and teaching position.*

	Specialization			Teaching Position		
	p-	Int	Decision	p-	Int	Decision
Preparation of Modules	.162	NS	Failed to reject HO	0.348	NS	Failed to reject HO
Distribution of modules to students	.302	NS	Failed to reject HO	0.750	NS	Failed to reject HO
Monitoring students' learning	.649	NS	Failed to reject HO	0.276	NS	Failed to reject HO
Retrieval of module	.851	NS	Failed to reject HO	0.978	NS	Failed to reject HO
Checking	.238	NS	Failed to reject HO	0.969	NS	Failed to reject HO
Giving Feedback to Students	.361	NS	Failed to reject HO	0.667	NS	Failed to reject HO

Difference on the Extent of Teachers' Performance when grouped according to sex and highest educational attainment

The next table shows the difference on the extent of teachers' performance in terms of IPCRF rating when grouped according to sex and highest educational attainment. Regarding sex, the computed p-value is less than 0.05 level of significance, so the null hypothesis is rejected. This means that being male and female will produce slightly different performance of the senior high school teachers.

With regard to highest educational attainment, the p-value is still greater than the significant level. This deduces that highest educational attainment does not produce highly varied performances of the senior high school teacher. In terms of capacity, physical readiness of school teachers was accomplished locally through division and regional offices through capacity building programs such as learning action cells (LAC), improved resource materials, and other forms of support, as well as implementation of monitoring.

Gender and development programs still continued along with the improved public health measures to reduce virus transmission, which resulted in learning institutions adapting to the new educational norms. Teachers found ways to adapt to and address the pandemic's changes. Traditional practices were modified to meet the needs of the community in the aftermath of the pandemic.

Table 5. *Test of Difference on the teachers' level of teaching performance in terms of IPCRF rating when grouped according to sex and highest educational attainment.*

	Sex			Highest Educational Attainment		
	p-	Int	Decision	p-	Int	Decision
IPCRF rating	.034	S	Reject HO	0.565	NS	Failed to reject HO

Difference on the Extent of Teachers' Performance when grouped according to specialization and teaching position

The next table shows the difference on the extent of teachers' performance in terms of IPCRF rating when grouped according to specialization and teaching position. The computed p-value for specialization is greater than the 0.05 level of significance, so the null hypothesis is not rejected. The p-value for the teaching position remains greater than the significant level, so the null hypothesis is not rejected. This implies that teaching in terms of IPCRF rating makes no distinction in terms of senior high school teacher performance according to specialization and teaching position.

Similarly, the teachers' level of competency in delivering multimodal learning were almost the same in the two aforementioned areas. Factors such as teacher-student interaction, subject-matter mastery, active and personalized learning, and inclusion were used to determine this. It should be noted that teachers were thought to be excellent at both instruction and assessment of learning.

Table 5.1. *Test of difference on the teachers' level of teaching performance in terms of IPCRF Rating when grouped according to specialization and teaching position.*

	Specialization			Teaching Position		
	p-	Int	Decision	p-	Int	Decision
IPCRF rating	.276	NS	Failed to reject HO	0.077	NS	Failed to reject HO

Relationship between the Extent of Teachers' Perceived Challenges and the Teachers' Performance

The next section shows the relationship between the extent of teachers' perceived challenges and the teachers' performance in terms of IPCRF rating in modular learning. Outcomes confirm that all challenging areas faced by teachers are found to be

significant because of their p-values being lower than the significant level of 0.05. This states that the aforementioned challenges in the areas of the instructional delivery affect teachers' performance, according to Lanchico (2020).

In terms of instructional material, the government should create textbooks rather than modules that can be used indefinitely. When instructional delivery is being put to question, still teachers' safety equipment and adequate time for assessment and monitoring of students' performance should also be prioritized and improved. Meanwhile, interaction between teachers and parents should take place, which can be accomplished through social media platforms. It is also critical to simplify modules by including fewer but more important activities. This entails fewer activities and exercises, but more examples and explanations.

Furthermore, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) stated in 2020 that curriculum planners should focus on exploring more alternatives that are deeply anchored in the depths of education for all wherein teachers are capacitated, with Gueta and Janer (2021) adding with their study's discovery that support from the learner's relatives and friends aided teachers in the school's journey to successful education.

Table 6. *Test of relationship between the extent of teachers' perceived challenges to teachers' performance in terms of IPCRF rating*

<i>IPCRF Rating vs</i>	<i>Z- value</i>	<i>p-value</i>
Preparation of Modules	-4.783	.000
Distribution of modules	-4.783	.000
Monitoring students' learning	-4.784	.000
Retrieval of module	-4.784	.000
Checking	-4.784	.000
Giving Feedback to Students	-4.712	.000

Perceived challenges faced by teachers in distance modular learning modality in times of pandemic

The next section describes the perceived challenges faced by teachers in distance modular learning modality in times of pandemic. Through Key Informant Interviews (KII), teachers identified numerous areas in which their perceived challenges made the delivery of education difficult.

Theme 1: Challenge in Queries about the Modules

Under the new regular education system, Rosa faced challenges delivering Self-Learning Modules (SLMs) though parents trusted the teachers utilizing the materials that their replication and dissemination continued. Lorena pointed out that when students had more questions while completing activities because of the modules' way of presenting the lessons, the querying process became challenging since teachers couldn't get quick feedback from students with questions.

Having agreed to the two teachers mentioned above, Jennifer and Lucas suggested that teachers and parents must encourage kids to accept the new normal by listening to and noting teachers' directions to avoid queries outside of school. Though smartphone signals inhibited open communication, according to Rodel, teachers may grant extra time to students who couldn't complete work due to lack of gadgets in the first place to lessen challenges in querying the less-explained topics and activities.

Theme 2: Challenge in Distribution of Modules

Occasionally, Rodel, Jennifer and Rosa were one in thought relative to their observation in the instructional delivery that plans were disrupted because some parents had difficulty meeting the specified time and/or date for submitting modules and/or outputs. Lucas also agreed to Lorena that the disorderly placement of sets would provide a problem for the teachers. Despite the teachers' preparedness, some parents could not go directly to school for financial reasons, as they would have to drive a considerable distance to do so, added Jennifer.

In spite of the fact that students live close to their schools, Lucas said that it is possible for them to succeed in completing their assignments if they are given appropriate time and are not subjected to pressure, thus the teacher will have enough time to check paper if that happens. During the pandemic, Rosa suggested that schools should make it easier for stakeholders to communicate with them since these individuals are the ones most likely to be able to contribute to the maintenance of academic progress. Rodel and Lucas both recognized that in order for the learners to make progress, they will need aid in order to cope with the circumstance at hand; thus, they will collaborate on this endeavor. In point of fact, Rosa said that learners have difficulty since they are used to having instruction delivered in person. Nonetheless, this marks the beginning of the process of adapting to

the new circumstances at teachers' end as pointed by Jennifer.

Theme 3: Time Allotment in Checking of Outputs

Jennifer saw that teachers needed a large amount of time to verify the outputs of their students in addition to fulfilling their other tasks related to paper. This was due to the fact that they were responsible for teaching such a wide array of subjects to their students.

On the other side, Rodel and Lucas noticed their difficulties in handling parents when it comes to instruction because the majority of parents did not have the same level of education as their children's senior high school, which made it challenging for the parents to assist their children with their homework assignments.

According to Lorena, as a result of this, the procedure of obtaining the answers took significantly more time than normal, and it also increased the amount of time necessary to examine them in great detail. As a result of the delay in production, parents would have to be at school late, and teachers, according to Lucas, would have to check papers late, which cast doubt on the amount of time that was given for checking.

Discussion

Based on the data gathered and their analysis, the summaries of findings were listed below. Relative to respondents, male has the majority and most of them have bachelor's degree, specializing in seven subject areas with mostly Teacher II in teaching positions.

Senior high school teachers' perceived challenges had a high extent in terms of preparation of modules, distribution of modules to students, monitoring students' learning, retrieval of module, checking, and giving feedback to students. Despite these challenges, teachers adjusted to deliver instructions more effectively. In doing so, the IPRCF rating identified their teaching performance to be very satisfactory.

With the teachers' perceived challenges in the distant modular learning modality, only the area in monitoring of students' learning had the significant result in terms of sex. Meanwhile, the highest educational qualifications, specialization and teaching position revealed not significant results.

On teachers' level of teaching performance in terms of IPRCF rating, only sex revealed a significant result

while highest educational attainment, specialization and teaching position exposed not significant results. A relationship is found between the extent of teachers' perceived challenges to teachers' performance in terms of IPRCF rating as outcomes confirmed significant results in the six areas of the instructional delivery.

Conclusion

Based on the results and findings, the following conclusion were drawn. Identifying means on how to conquer challenges in the instructional delivery during the pandemic can create proactive teachers in these challenging times. When teachers are given concrete gears to battle and win with quality performance, quality education is also an attainable result. It is not by simply identifying the challenges that will produce good learning outcomes, but in mitigating these challenges, if not totally eliminating them, that will count for a meaningful and enhanced learning.

Though actual experience of the identified challenges can be a tool for learner, still it is learning from others that counts if teachers want to learn and move faster.

A crystal-clear development plan can be a tool to process and solve existing issues of the distant modular learning modality. It is true that teachers will get clearer understanding of the situations and how to handle them with sense that guarantees also with satisfactory performance at the very end.

Being an effective and efficient teacher is also a teacher who can handle crisis without losing his/her observance of professional standards in terms of preparation of modules, distribution of modules to students, monitoring students' learning, retrieval of module, checking, and giving feedback to students.

Thus, it is significant that the teacher will have to connect past experience, either learned in actual or from others, to the present and future situation towards creating means and/or solving challenges in the name of service that cares for all learners.

Based on the conclusions made from this study, the following recommendations were advanced to:

Division Superintendent. It is recommended that the division superintendent will design or improve existing teacher education program or enhanced development plan which puts hands-on experience as tool for trainings and workshops that solve challenges in the learning delivery strongly on competencies

obligatory in this time of pandemic.

Curriculum Developers and Planners. It is recommended that a curriculum being developed, if there is any, will expose in levels of challenges that teachers can identify in their end. Since teacher putting solutions on certain challenge in the course of duty can be questioned, it is right that the department will create guidelines on handling these identified challenges in the form of a wide and enhanced development plan or programs based on hands-on experience.

District Supervisors. Strong technical support and localized trainings will better equip teachers in their own field to be more sustainable in their ways of exerting their time and effort to solving and mitigating challenges without depressing themselves which such challenges they're facing.

School Principals. Aside from monitoring and evaluation of current situation, teachers should also feel supported by having an open-minded principal who appreciates well on suggestions and concrete plans from the teaching force. Sharing and solving challenges in teams will make plans work during implementation because dream works in teamwork.

Teachers. Learning from other teachers and taking the core values from the learning experience can produce proactive teachers. By also being open-minded to criticism leads teachers to have more angles on how to solve challenges that might be encountered in the learning delivery. Teachers should also reflect their journey because it is true that teachers will know what skill they will improve and what they need to omit.

Students. Valuing time, money and effort from their parents, teachers, school community and the government should be practiced by students if they want to know success. It is understanding these things that will create purpose and diligence. In doing so, learning journey not only becomes meaningful but also enjoyable.

Future Researchers. School challenges should also be explored by future researches and how these will affect to both performance by teachers and students. Going deeper on the relationship of other variables aside from teachers' performance and challenges will create more understanding how things work and how these challenges can be prevented in the near future.

References

- Bacon, W. (2006). The Theory of Performance. *Frontiers of Education Volume I*, 2006. <https://www.ipl.org/essay/Theories-Of-Performance-Evaluation-FJX-TGZXU>
- Castroverde, and Acala, M. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 Pandemic. *International Journal of Research Studies in Education* 2021 Volume 10 Number 8, 7-15
- Dangle, Y. and Sumaoang, J.D. (2020). The implementation of modular distance learning in the Philippine secondary public schools [dpublication.com/wp-content/uploads/2020/11/27-427](https://www.deped.gov.ph/wp-content/uploads/2020/11/27-427)
- Delgado, R. (2017). *Critical Race Theory (Third Edition)*
- DepEd Order No. 35, s. 2016. The Learning Action Cell (LAC) K To 12 Basic Education Program School-Based Continuing Professional Development Strategy for The Improvement of Teaching and Learning https://www.deped.gov.ph/wpcontent/uploads/2016/06/DO_s2016_035.pdf
- DepEd Order No. 18, s. 2020. Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan https://www.deped.gov.ph/wpcontent/uploads/2020/08/DO_s2020_018.pdf
- DepEd Order No. 12, s. 2020. Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for school year 2020-2021 in light of the COVID-19 Public Health Emergency https://www.deped.gov.ph/wpcontent/uploads/2020/08/DO_s2020_018.pdf
- New York University Press. ISBN 9781479802760
- Gueta, M. and Janer, S. (2021). Distance Learning Challenges on the Use of Self-Learning Module. Sorsogon State University, Philippines. *United International Journal for Research & Technology (UIJRT)*
- Herrera, R. and Janer, S. (2021). Competence in The Learning Deliveries and Multimodal Approaches of Teachers in The New Normal. *United International Journal for Research & Technology (UIJRT)*. Volume 2, Issue 7, 2021. ISSN 2582-6832
- Hobbs, M. (2016). What is test-retest reliability and why is it important? <https://www.cambridgecognition.com/blog/entry/what-is-test-retest-reliability-and-why-is-it-important>
- Labrado, M. et al. (17, September, 2020). Initial Implementation of Printed Modular Distance Learning in the City of Naga. *International Journal of Current Research* Vol. 12, Issue, 10, pp. 14397-14402. DOI: <https://doi.org/10.24941/ijcr.39921.10.2020>
- Lanchico, C.J. (2020). Changes, Challenges, and Opportunities in Teaching Senior High School Earth Science amidst the COVID-19 Pandemic. *Journal of Learning and Teaching in Digital Age*, 2021, 6(1), 55-57.
- Manalac, M. (2021). The Challenges of Modular Distance Learning. Department of Education – Bataan. http://www.depedbataan.com/resources/4/the_challenges_of_modular_distance_learning.pdf. Accessed on August 1, 2021
- Musingafi, M.C., Mapuranga, B., Chiwanza, K., Zebron, S. (2015). Challenges for Open and Distance Learning (ODL) Students: Experiences from Students of the Zimbabwe Open University

Journal of Education and Practice, Volume 6. p59-66

Official Gazette (2021). Education, Science and Technology, Arts, Culture and Sports. Article XIV, Section 2 of the 1987 Constitution. <https://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-xiv/>

Oluwatayo, J. (2012). Validity and reliability issues in educational research. *Journal of Educational and Social Research* 2, 391-400.

Philippine News Agency. (2020). Education goes on amid Covid-19 thru DepEd's continuity plan. <https://www.pna.gov.ph/articles/1126058> Accessed on June 1, 2021

Quaranta, J. (2017). Methods: Correlation & Descriptive research. *SAGE Research Methods Cases*. <https://dx.doi.org/10.4135/9781526407696>

Snyder T. and Dillow, S. (2011). Digest of Education Statistics. National Center for Education Statistics. 2011. NCES 2012-001.

United Nations Educational, Scientific and Cultural Organization. (2017). Parents and Learning, published by the International Academy of Education (IAE) and the <https://www.iaoed.org/downloads/prac01e.pdf>

World Bank. (2020). The changing role of teachers and technologies amidst the COVID 19 pandemic: key findings from a cross-country study <https://blogs.worldbank.org/education/changing-role-teachers-and-technologies-amidst-covid-19-pandemic-key-findings-cross>

Affiliations and Corresponding Information

Verna B. Cariaga

Mabinay National High School

Department of Education - Philippines