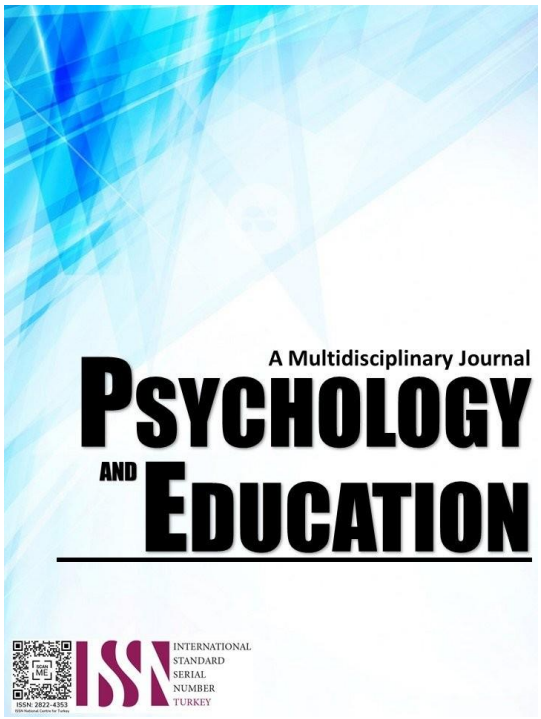
MODULAR LEARNING MODALITY OF DEPARTMENT OF EDUCATION: LEARNERS' EARLY ASSESSMENT OF ITSIMPLEMENTATION



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Research Article

Modular Learning Modality of Department of Education: Learners' Early Assessment of its Implementation

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Abstract

This study is conducted to determine the public senior high school learners' assessment on implementing modular learning modality in terms of content and instruction, learning assessment, teacher-learner-parent/guardian collaboration, active and personalized learning, and inclusion. Descriptive-correlational design and stratified proportionate random sampling were utilized. Findings revealed that learners were very satisfied in the implementation of the modular distance learning modality in terms of learning assessment. Transferable skills were also found very challenging. There is no significant difference in the early assessment of the implementation of modular distance learning when grouped according to sex. There is a significant difference in the early assessment of learners in implementing modular distance learning in terms of learning assessment when grouped according to track. No significant difference was found in the early evaluation of the implementation of Modular Distance Learning in terms of content and instruction, teacher-learner-parent/guardian collaboration, active and personalized learning, and inclusion.

Keywords: *modular distance learning modality, learning assessment, transferable skills, content and instruction, teacher-learner-parent/guardian collaboration, active and personalized learning, and inclusion, Philippines*

Introduction

Learning is an ongoing process, and a process is an action that results in a specific outcome (Cabual, 2021). In the process, one of the key components in delivering high-quality learning is the teacher. Numerous changes occurred in the educational environment due to the COVID-19 pandemic in the Philippines. One of these is the modular distance learning modality implemented by the Department of Education (Castroverde & Acala, 2021). Most educational systems now use alternatives to face-to-face teaching and learning because of the current situation (OECD, 2020). Bayucca (2021) added that transitioning from face-to-face to distance learning is a significant adjustment for all school administrators, teachers, students, and parents. Moreover, teachers continue to support students by creating modules as a learning guide amid the pandemic's threats (Martineau, Charland, Arvisais, & Vinuesa, 2020).

Consequently, most Latin American nations had to close their schools in response to the pandemic. In light of this situation, multiple countries have adopted various strategies to ensure learning continues. One such strategy is using instant messaging tools by educators to stay in touch with students' families. Another institutional initiative is the adoption of a new modular distance learning modality. Nevertheless, the uncertainty regarding assessment is one of the complicated problems created by the cessation of in-person instruction. Since they are more particular about whether their students are learning the content and modifying their teaching tactics and class objectives, teachers need help arranging practical lessons (UNESCO, 2020).

In China, the study by Zhang (2021) showed that in response to COVID-19, the Chinese educational system established Emergency Remote Teaching-Learning (ERT) to close schools while continuing teaching-learning. Parents, however, had a negative outlook on the caliber of online classes. Parents worried that students with poor self-regulation and learning autonomy would suffer significantly from distant teaching and learning. Parent worries regarding Emergency Remote Teaching-Learning mirror In-depth, the difficulties of accountability in distance education. Moreover, Dong, Cao, and Li (2020) added that families have found it complex and challenging to utilize online learning throughout the pandemic. Chinese parents needed to prepare for online schooling and needed more training.

In the Philippines, Manlangit, Paglumotan, and Sapera (2020) described modular learning as a type of distance learning that uses customized Self-Learning Modules (SLM) based on the Department of Education's core learning competencies. The modules contain parts on assessment and motivation that provide a comprehensive roadmap for teachers' and students' desired competencies. Additionally, Agayon, Agayon, and Pentang (2022) demonstrated that teachers face significant difficulties with the transfer of learning quality, the distribution and retrieval of

modules, the difficulty of students following instructions, power outages, internet connectivity, and health risks brought on by the pandemic. However, these educators overcame these challenges by using their coping mechanisms. Teaching can be difficult and frustrating, especially in these trying times, but everything is possible, as these teachers proved.

In the Municipality of Alamada, schools have utilized modular distance learning (MDL) modality to help students continue their education during this challenging time. However, using this modality has presented students with several difficulties that have a negative impact on the standard of their learning. Additionally, some students have comprehension issues and need help with independent learning. Furthermore, it can be seen that some parents or guardians need more expertise or knowledge to assist their children in grasping the module's content. Although there is a significant body of knowledge about modular distance learning on a global scale, the researcher has yet to come across a study on it in this context.

Research Questions

This study determined the public senior high school learners' assessment of implementing modular learning modality in the Municipality of Alamada. Specifically, this study sought to answer the following questions:

1. What is the profile of respondents in terms of sex, track, and strand and specialization?
2. What is the respondents' assessment on the implementation of Modular Distance Learning (MDL) modality in terms of content and instruction, learning assessment, teacher-learner-parent/guardian collaboration, active and personalized learning, and inclusion?
3. What are the challenges experienced by the respondents in the implementation of MDL in terms of the module, content, and transferable skills?
4. Is there a significant difference between male and female respondents in assessing MDL implementation?
5. Is there a significant difference in the early assessment of respondents on the implementation of MDL when grouped according to track?
6. Is there a significant difference in the early assessment of respondents on the implementation of MDL when grouped according to strand and specialization?

Literature Review

Modular Distance Learning

San Antonio (2020) provided the following descriptions and considerations for modular distance learning: (1) a learner may adopt either Digital Modular Distance Learning (DMDL) or Printed Modular Distance Learning (PMDL); (2) self-learning Modules; (3) learners shall be provided with the suggested timeframe to work on their assigned tasks; (4) monitoring of learner progress and setting up of a feedback mechanism shall be ensured to help learners meet the essential learning competencies while seeing the connection of one lesson to the next to reinforce the coherence of the curriculum; (5) timely and appropriate monitoring and feedback for consultation and intervention purposes such as text messaging, and audio/video calls; (6) members of the family and other stakeholders who trained as learning facilitators shall provide learners with instructional support as needed in the absence of a classroom teacher.

Correspondingly, Maile and Cooper (2018) stated that the modules use concrete illustrations in mathematics concepts to explain the context of conic sections; color coding is also used to highlight, which gives ease to readers in the algorithm, such as in similar terms and related mathematical concepts. Fully packaged learning solutions can be for independent learning where students work step–by–step (Utemov, Khusainova, Sergeeva, & Shestak, 2018). Final answers to problems of formative assessments are readily available at the back so that students can self–assess and monitor their progress (Biehler, Fischer, Hochmuth, & Wassong, 2010). These make the modules student-friendly, wherein students learn independently (Dewi & Primayana, 2019). Integrating dependent learning guides the students to address the gap and deficiencies independently (Biehler, Fischer, Hochmuth, & Wassong, 2010). Furthermore, students discover facts independently and become responsible for learning (Oginni & Owolabi, 2012).

Content and Instruction

As Sejpal (2013) mentioned, a module is a unit of work in the course of instruction that is virtually self-contained and a method of teaching based on building up skills and knowledge in discrete units. All kinds of subjects are taught through modules. Recent development based on programmed learning is a well-established and universally recognized phenomenon. It considers the individual differences among the

learners, which necessitates planning to adopt the most appropriate teaching techniques to help the individual grow and develop at their own pace. Moreover, modules allow the learners to go through the material at their own pace. They may be used for self-instruction or to complement instruction. Instructional modules are learning materials designed primarily for independent or self-study. They may also be used to complement instruction (Acuram, 2015).

Most essential learning competencies (MELCs) are defined as what the students need, considered indispensable, in the teaching-learning process to build skills to equip learners for subsequent grade levels and subsequently, for lifelong learning. On the other hand, desirable learning competencies were defined as what may enhance education but may not be necessary for building foundational skills (DepEd, 2020).

In addition, Diga (2020) specified that MELC is very necessary for determining and implementing learning delivery approaches suited to the local context and diversity of pupils' intelligence. Schools were instructed to refer to the MELC in creating self-learning modules, activity sheets, and other instructional materials based on the intelligence quotient of every pupil so that they will not feel the heavy loads and burdens of studying. The teacher and pupil's relationship must reflect the varied activities following this MELC. This is because it is part of the department's response to developing a resilient education system. The competencies are cognitive skills, problem-solving, and creativity which are essential for pupils' education and achievements. Moreover, it will enhance the capacity and the ability of every learner. Thus, MELC is particularly important for learning continuity to achieve quality education.

In the study by Madrazo and Dio (2020), the module content is suitable for students' level of development. The language and information used in the modules are presented in clarity, usefulness, suitability, adequacy, timeliness, language, style, format, illustrations, and presentations that can deliver the concept of the conic section logically and independently. The content and topics' scope, range, and depth are appropriate to their learning needs. The level of difficulty of modules is appropriate for their age and stage of learning, and the level of detail is suitable for achieving specified learning outcomes. In addition, the result tells that the learning modules contributed to and supported the achievement of the specific objectives (Rosita, 2016). It also reinforces, enriches, and leads to mastery of competencies. The module develops higher cognitive skills in students, such as critical thinking, creativity, inquiry, problem-solving, and others (Dewi & Primayana, 2019).

Hamdunah, Yunita, Zulkardi, and Muhafzan (2016) indicated that the learning module contains material and training summaries and covers how students build knowledge. Also, it is an instructional material used to ease, encourage, improve, and promote teaching and learning activities to improve and facilitate effective processes of instruction (Matarazzo, Durik, & Delaney, 2010). Learning module offers new approaches and learning opportunities that enhance students' knowledge and helps them overcome deficiencies (Gordon & Nicholas, 2013). Teachers should be aware of the prerequisite topics so that intervention can be done to address students' least mastered competencies (Herrera & Dio, 2016). Furthermore, learning modules develop and improve students' abilities and affect their learning motivation (Saifiyah, Ferdianto, & Setiyani, 2017).

As to the format of the modules, findings show that the modules' prints, design and layout, paper and binding, and size and weight of resources contributed to visual representations for easy grasp and understanding of the concepts. Presentations are engaging, interesting, and understandable. The flow of ideas is logical, smooth, clear, and evident. The vocabulary level is appropriate to the experiences and understanding of the students. New, technical, or complex terms are strategically, clearly, and consistently explained. All of these factors help students in meaning-making (DepEd, 2016). Additionally, print legibility influences readability as it gives ease to the learner to distinguish letters and words while reading (Maile & Cooper, 2018). Indeed, the language, style, and format used in the modules aided the advanced material's comprehension, understanding, and learning of the concepts (Karimah, Hidayah & Utami, 2020; Widodo, Prahmana, Purnami, & Turmudi, 2018). The clear, simple, and relevant illustrations and presentations piqued their interest, made learning effective and enjoyable, and provided concrete visual clues (Maile & Cooper, 2018).

Learning Assessment

In the context of the widespread use of distance learning, the evaluation and evaluation process in distance learning is discussed. Although it is believed that distance learning activities will continue as distance learning continues, it is believed that some things could be improved, especially in the evaluation and evaluation process. The assessment of students needs to be better (Shuey, 2002). Compared to traditional classroom teaching, various educational

problems are encountered in distance education. That is why distance educators assess students with exams and assignments and find it helpful to collect data with multiple tools (Altan & Seferoglu, 2009). Distance learning applications usually use traditional scoring and scoring methods, which have numerous choices, levels, short answers, or lengthy explanations (Simonson, Schlosser, & Orellana, 2011). However, Kalelioglu and Gulbahar (2010) emphasized that since communication between teachers and students is usually restricted, it is necessary to use alternative and traditional measurement tools to improve performance and evaluate the process based on educational outcomes and student performance.

As eloquently stated by Singh (2014), activities cater to unique differences, attitudes, and capabilities with suitable, prescribed, relevant, engaging, and self-motivating topics. Consistent and purposeful vocabulary-building greatly assisted the students (Riccomini, Smith, Hughes, & Fries, 2015). The use of meaningful and relevant information actively involved them in various learning activities (Alangui, 2017; Reyes, Insorio, Ingreso, & Hilario, 2019). Sufficient and salient information is provided in the delivery of the concept. Additionally, adequate activities provided enhance their knowledge, critical thinking, skills, and attitudes. Situational problems motivate them and provide a mechanism to organize ideas. These also allow them to be reflective and develop metacognition (Belecina & Ocampo, 2018).

Kizlik (2014) distinguished assessment from testing by saying that assessment is a broad term that includes testing. Kizlik added that a test is a unique form of assessment and that tests are assessments made under contrived circumstances, mainly so that they may be administered. He also indicated that 'all tests are assessments, but not all assessments are tests. He tests at the end of a lesson or unit. He assesses progress through testing at the end of a school term or year.

In the same manner, Adegbile (2009) also defined assessment as an investigation of the status of an individual or group, usually concerning the expected outcomes. While Wiliam, Lee, Harrison, & Black (2010) supposed that it is generally acknowledged that increased use of assessment for learning leads to higher quality learning, it is often claimed that the pressure in schools to improve the results achieved by students in externally set tests and examinations precludes its use.

Moreover, Berry (2010) showed that the teachers reported using many strategies, including tests, exams, projects, and others. Furthermore, some forces drew teachers towards a "Knowledge acquisition and retention" orientation while selecting assessment strategies. She concluded that more effort has to be made to encourage teachers to attain a better balance between assessments aimed at measuring knowledge and assessment aimed at learning and understanding. Kizlik (2014) also concluded by saying that we measure distance, assess learning, and evaluate results in terms of some set of criteria.

Reddy and Andrade (2009) elucidated that student perceptions of rubrics are generally positive. Some authors report positive responses to rubric use by instructors, while others noted a tendency for instructors to resist using them. In addition, Brookhart (2018) mentioned that proper rubrics feature criteria appropriate to the purpose of an assessment, and they describe these criteria across a continuum of performance levels. The presence of criteria and performance level descriptions distinguishes rubrics from other evaluation tools (e.g., checklists and rating scales). Rubrics using this language may be expected to be more beneficial for grading than learning. Finally, no relationship was found between the type or quality of the rubric and study results. All studies described positive outcomes for rubric use.

Furthermore, Brookhart and Chen (2014) indicated that rubrics yield information of sufficient quality if certain conditions are met, most notably having clear and focused criteria. Evidence regarding the effects of rubrics on performance is positive overall. Evidence of the effects of rubrics on learning self-regulation is mixed, though positive associations between rubric use and motivation to learn were identified in some studies.

Teacher-Learner-Parent/Guardian Collaboration

Johnson, Johnson, and Smith (2007) reported on teacher and student-perceived features of collaborative activities that teachers have implemented to foster student collaboration. Over the last decades, research has demonstrated that collaborative learning can promote academic and social educational outcomes. However, the research of Baker and Clark (2010) also shows that the implementation of collaborative learning is only sometimes adequate in daily classroom practice. When examining the effectiveness of collaborative learning, researchers have noted challenges that students experience such as unequal individual participation in group tasks (Freeman & Greenacre, 2010; Janssen, Erkens, Kanselaar, & Jaspers, 2007), and students' lack of communication

and collaborative skills (Li & Campbell, 2008; Pauli, Mohiyeddini, Bray, Michie, & Street, 2008). Similarly, teachers also encounter challenges while organizing collaborative activities, such as designing appropriate group tasks, composing groups, managing class time (Gillies & Boyle, 2010), and enhancing and monitoring productive collaboration (Hamalainen & Vahasantanen, 2011; Van Leeuwen, Janssen, Erkens, & Brekelmans, 2013).

When students enter school, the supportive partnership between parents and teachers becomes essential to their social and emotional development, well-being, academic preparation, learning, and learning outcomes. Parents play an essential role in establishing students' school preparation (Lau, Li, & Rao, 2011) and promoting good relationships between children, peers, and teachers (Howes et al., 2008). Predictors of parental satisfaction with children's school include school performance (Charbonneau & Van Ryzin, 2012), test-based progress of the child (Gibbons & Silva, 2011), parents' involvement, adequate school communication with the parents, academic success, teachers' involvement and quality, school resources, budget management, safety and environment (Friedman, Bobrowski, & Markow, 2007).

Since the school cannot provide all the needs of teachers due to its limited resources, the gaps are filled through continuous support by community engagement and partnerships with stakeholders. As stipulated in the DepEd Memorandum No. 53 s. 2020 or the Joint Implementing Guidelines on the 2020 Brigada Eskwela and Oplan Balik Eswela Relative to the COVID-19 Situation and Adopt-a-School program under the Republic Act No. 8525, the school strengthens partnership to support Basic Education Learning Continuity Plan (BE-LCP). Collaboration is a crucial tool to create a meaningful learning experience for all. Parents understand the needs of their children, thus making them more engaged in extending help and support. In return, teachers become more responsible for providing quality instruction to their learners. In this case, everyone is involved in designing learning opportunities. When everyone knows their roles and responsibilities, implementing the learning modality becomes organized and easy (Okai-Ugbaje, Ardzejewska, & Imran, 2020).

The modules and their features are appropriate for an urgent, tactical, transformative solution to 21st-century educational challenges and issues (NEDA, 2017). The study of Madrazo and Dio (2020), as affirmed by the students, stated that the learning module is helpful for the students because it can be considered an alternative tool. Students can exercise their minds, ability, and skills through its activities. One of the students emphasized that the learning modules provide examples that are easy to understand, especially for those students who have yet to encounter some mathematical terms. Another student also stressed the well-prepared module, which can help the student understand the topic easily.

Furthermore, one student believed that the module presents real-life situations that boost students to think critically. Each learning module is designed and programmed from simple to complex concepts to let the learners determine the interrelationship of the concepts. It will guide them to quickly understand the concepts (van de Pol, Volman, Oort, & Beishueizen, 2015).

Regarding the distribution of modules, Bayod, Forosuelo, Morante, and Guerra (2021) in their study disclosed that the B'laan parents, especially those living in the mountains, have suggestions is the improvement of the system of module distribution. While it is all right for them that they will be the ones to get the modules and return the modules, they suggested that an improvement in the system should be addressed like only once a week distribution and submission of modules and then all the modules from Kindergarten to Grade 12 should be given all at once. Furthermore, the DepEd Division Memorandum 272 s. 2020, also known as the Reproduction, System of Distribution, and Retrieval of Self-Learning Modules (SLMs), Modular Learning Facilitation, and Monitoring of the Learners' Progress. This document informs the teachers of the proper way to distribute the modules without endangering themselves and their students in delivering and retrieving SLMs for the continuity of education.

Active and Personalized Learning

Active learning is a term used to describe instructional strategies that promote students' active participation in knowledge-construction processes. It helps students reflect on their understanding by encouraging them to connect their prior knowledge and new concepts. Active learning tasks often ask students to make their thinking explicit, allowing instructors to gauge student learning. Research suggests that active learning may benefit students in any field, particularly students with fewer educational opportunities or encounters with active learning in high school. Several studies have shown that students in active learning classrooms have a lower failure rate and perform better on assessments than students in traditional lectures (Boston

University, 2021).

Based on the study of Deed, Lesko, and Lovejoy (2014) they posited that personalized learning spaces are emerging in schools as a critical reaction to 'industrial-era' school models. As the form and function of schools and pedagogy change, teachers are pressured to adapt their conventional practice. The study addresses how teachers can adapt their classroom practice to create personalized learning spaces. Personalized learning spaces draw conceptually from several decades of attempts to personalize learning and open up physical and virtual classrooms. Deliberate and active interactions between the context, teacher, and students characterize them. Additionally, adapting learning activities to respond to students' ongoing learning performances and status is difficult, leading to the limitation in enhancing online personal learning performance and learning attitudes. A mastery learning mechanism was proposed to monitor individual student's ongoing learning situations, moreover, students' conceptual learning problems, learning styles, and current understanding status were considered for providing effective personalized learning activities (Wongwatkit, Srisawasdi, Hwang, & Panjaburee, 2016).

In addition, personalized learning is the new focus in many K to 12 learning environments. Nonetheless, few people understand what personalized learning means, and even fewer can design and implement a personalized learning environment appropriate for all learners, especially learners with disabilities. Findings indicate that personalized learning environments require more than technology and that the technology itself is simply a tool to support implementation. These personalized learning environments were highly learner self-regulated, had transparent and actionable near-real-time data, provided various structures for student voice and feedback, and integrated purposeful supports for embedding the principles of Universal Design for Learning at the cornerstone of the practice. Personalized learning requires a shift in instructional practice for teachers and learners (Basham, Hall, & Carter, 2016).

Torrefranca (2017) emphasized that modular instruction is an attempt to individualize learning by allowing a student to achieve mastery of one unit of content before moving on to another. Module, as a self-instructional material, can be used as supplementary material to help the student improve his/her mastery and to help the student catch up with the missed lessons. Instructional modules on two content areas of Algebra taught to second-year high school students were developed and validated. Findings revealed that all the evaluators strongly agreed that the instructional modules satisfied the criteria for evaluating the modules. Meanwhile, the significant change in the pretest and posttest scores of student participants before and after exposure to the modules signify that the modules improved their knowledge of Rational Expressions and Variations.

As studied by Rufii (2015), constructivist learning strategies address the learner's characteristics in addition to the learner's active participation and connection to his or her knowledge and experience in the learning process. The result revealed that using the constructivist learning strategies and the learning module became necessary. In addition, Sadiq and Zamir (2014) found the effectiveness of the modular approach in teaching in order to assess student learning, performance, and achievement and to determine whether modular teaching is more effective than traditional methods. The results were in favor of the usage of the modular teaching approach. So, the modular approach should be widely used at various levels of education. Furthermore, Oz and Orak (2018) indicated that with the importance of individual differences, taking English lessons in modules has gained significant attention worldwide. Learning by modules provides students with individualized and flexible learning, freedom in learning, and active participation, which is supposed to lead more autonomous and motivated learners in classes where student interaction is high.

Personal learning goals are the behaviors, knowledge, or understanding students identify as crucial to learning. Students who set their own learning goals have more confidence to take on more challenging tasks, regardless of their ability. Their motivation to improve and master a task is improved, and their self-esteem remains strong, even in the case of failure (Department of Education and Early Childhood Development, 2007). Gonzalez and Leticia (2013) suggested that in order to self-regulate their learning, students need to use different strategies to plan, monitor, and evaluate their learning activities (meta-cognitive strategies), as well as to control their motivation and emotion (volitional strategies). Students' effectiveness in their self-regulated learning process also varies depending on their academic environment and personal goal orientations. Moreover, Karim, Shah, Khalid, Ahmad, and Din (2015) found that personal learning orientations and goals influenced students' application of information skills across their university learning. They proposed that universities must help students align their personal

learning orientations toward university learning and help students develop long-term personal learning goals.

Inclusion

As cited in the study conducted by Reiser (2013), developing an understanding of the subject matter requires that teachers know what students already understand and believe about the world. These prior conceptions serve as foundations for building new understandings. Teachers can only use students' prior knowledge if they know what it is. For instance, we know students are likely to hold a continuous model of matter rather than a particulate model in science. Contextualization activities help relate the ideas to be learned to students' initial ideas. For example, benchmark lessons and bridging activities challenge students to make predictions or explain findings and elicit prior understandings on which new understandings can be built. In addition, students may bring particular kinds of knowledge and experience unique to their cultural, ethnic, and socio-economic backgrounds. Students may also need more prior knowledge and experience to engage in dialogue and collaboration around particular scientific concepts simply because they have not had access to specific experiences.

On the other hand, Ali, Ghazi, Khan, Hussain, and Faitma (2010) emphasized the effectiveness of modular teaching. The primary purpose of their study was to explore the impact of modular teaching on students' achievement. The results were in favor of the modular teaching approach and reported significant gender differences in the general comprehension of male and female learners, where male learners performed significantly better than female learners on general comprehension-based tests; therefore, it is suggested that this approach should be widely used in the conventional classroom at various levels of education. They further concluded that most learning packages are entirely individualized, but group experiences can be built on them. The main driving force behind introducing modules in the teaching-learning process lies in their roles that can help solve critical educational problems. This is because they satisfy the primary conditions for promoting effective learning and are highly flexible in implementation. Using such packages considers individual differences and permits students to work at their own pace.

Similarly, the mastery of the subject matter is the foundation upon which the education of a teacher is based. The teacher requires, among other things, mastering the subject matter and establishing the interrelationships between different subjects. These are essential for the professional preparation of a teacher and anchor firmly on a foundation of general education of a teacher, which contributes to the growth of a teacher as a person. In addition, it generally equips the teacher with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance (Shantz & Latham, 2012). Mastering the subject is an essential skill teacher must possess in the teaching process because it directly affects the school's teaching process. Teachers need to know what they are teaching because the teacher knows the subject. This means that teachers can understand the key points, introduce them to students, and correct any misunderstandings of knowledge. By mastering this subject, teachers can develop appropriate communication, collaboration, critical thinking, and creativity skills based on the three areas of cognitive, emotional, and psychomotor learning (Kamamia, Ngugi & Thinguri, 2014).

Conner (2013) indicated in her study that one of the exciting features of New Zealand's education system is the greater level of students' diversity, learning needs, and achievement levels within school classrooms than what exists between different schools. Addressing these issues and differences poses significant challenges to teachers; however, potential solutions are emerging from everyday practice incorporating cultural worldviews and concepts. Gilakjani (2012) added that it is essential for students to have multiple learning opportunities and learning style shifts, and teachers should achieve a match between teaching strategies and the student's unique learning styles. Accommodating teaching to learning styles improves students' overall learning results, increases motivation and efficiency, and enables a positive attitude toward learning the language.

Furthermore, Bojuwoye, Moletsane, Stofile, Moolla, and Sylvester (2014) revealed in their study that learners received and utilized various forms of learning support from their schools, teachers, and peers. The learning support assisted in meeting learners' academic, social, and emotional needs by addressing barriers to learning, creating conducive learning environments, enhancing learners' self-esteem, and improving learners' academic performance.

Challenges Experienced

Studies widely suggest that students prefer modularized and intensive course structures as they are

perceived to provide greater flexibility and freedom of choice. However, the same studies also highlight that one of the potential problems is that poor choices on the part of students will lead to incoherent and fragmented degrees (Hennessy, Hernandez, & MacLoughlin, 2010). While some of these factors may be relevant to learning and career aspirations, some more problematic factors may include choosing modules that are perceived to be more accessible, choosing modules with classes that are held at a convenient day and time, and exercising choices that avoid particular modes of assessment. Scholars, therefore, emphasize that for the potential benefits of modularization to be realized, students need to receive formal guidance during the decision-making process (Hedges, Pacheo, & Webber, 2014). Furthermore, the main problem found in the Dangle & Sumaoang (2020) study is the need for more funds for a school production and supply of modules. Students' self-study is complex, and parents need more knowledge to guide their children's learning. However, some say that their teaching modules usually need to be completed. The teacher said that they noticed the error in the module and were allowed to view the module with the error.

The study by Luaña (2021) described the ways and practices of parents in guiding their children in answering self-learning modules at home, and it also identified the challenges faced by the parents in modular distance learning by taking a closer look into the parents' reasons on why they answer their children's modules. Also, the study revealed that the malpractice of parents answering their children's modules is an offshoot of the challenges faced by the parents, to wit: a) poor reading and writing skills of their children; b) time constraints due to work and household chores; c) too many children to attend to; d) too difficult lessons and subjects; and e) too many learning activities in the modules. If these challenges are left unaddressed, modular learning will fail, and no learning will occur. Moreover, Espineli (2021) indicated that the sudden shift from face-to-face learning to distance learning threatened not only the parents and students but, most especially the Department of Education, on what they can do to ensure that through the delivery of learning changes, the quality of the education remains the same.

Module

Estrada (2021) examined the challenges of modular learning. First, modules are not a substitute for teachers. With a knowledgeable person who can explain confusing or complicated concepts in the module, the student will understand it. Second, examples are limited. The modules themselves are not perfect. Lastly, students are left in the dark. Those who do not have access to electronic gadgets and the internet may need to learn who their classmates are for this school year. The only point of contact students has with their teachers this school year is through the modules. Social bonds cannot be formed between students and teachers. Also, there needs to be more feedback. Once modules have been answered and delivered to the teacher, students only have to worry about the following modules coming in. There is little to no feedback regarding what they have learned and if their answers are correct.

Additionally, Dargo and Dimas (2021) revealed that SLMs are activity-centered. It is more on paper and pencil activities. Learners complained that more tasks/ activities should be incorporated into the modules. As parents observed, learners tend to become lazy in studying because SLMs are more on the usual question and answer and are also limited to reading and writing. Estrada (2021) added that the modular approach becomes an endless stream of paperwork for both the student and the teacher with no way of knowing its effectiveness. However, Reddy (2005) examined the role and importance of modules in the academic success of student communities. The result showed that the course module is sound academically up to some level in improving the standards of students.

In another study, Chan, Marasigan, and Santander (2021) further mentioned that multigrade teachers share some sentiments during their conduct of modular remote teaching. Since there is a system for distributing and retrieving modules, orientation to parents followed by the conduct of the "new normal" in teaching exposes multigrade teachers to specific challenges. These challenges include adversity in the distribution of modules, students who gave up studying, and parents who are reluctant of their roles as the support to modular teaching. Moreover, multigrade teachers are challenged pedagogically in terms of grade grouping and medium of instruction conflict, planning the lessons, unfocused instruction, insufficient materials for learners, lack of training for multigrade teaching, and the presence of perceiving the effectiveness of multigrade teaching negatively (Bongala, Bobis, Castillo, & Marasigan, 2020). Furthermore, Olivo (2021) revealed that parents mostly agreed to the strategies in module distribution and retrieval, time allotment for learning activities, the learning activities in the module, and assessment and highly agreed to the observance of safety and health protocols in the distribution and retrieval of modules. However, parents claimed that more than time

allotment in completing learning activities was needed since there were so many activities. In addition, some parents claimed they could not understand some topics in the module, so they could not help their children answer the learning activities.

As stated by Mañalac (2021), different challenges have been encountered among teachers, learners, and parents during the modular distance learning implementation process. First is the technical element. Formulating different modules is a difficult task on the part of the teacher, especially if the teacher has no training on how to create a quality learning module. Second, for the part of the learners. The focus and concentration of the learners are not hundred percent served on their studies since there is not enough supervision at home. Students tend to avert their attention instead of focusing on and prioritizing their homeschooling first. They are often distracted and sometimes have no interest in answering their modules, especially if they do not understand the content of the lesson written there. In this case, there is a possibility that the learners' academic performance will be affected, and lastly, on the part of the parents. Parents who work from home will be given additional work because they are the ones who will provide technical support or guidance in their children's schoolwork. They have to schedule a time to distribute and retrieve learning materials since children cannot go to school to get their modules. In addition, teachers must ensure that the quality of learning remains, even with the absence of face-to-face experiences, from planning lesson plans to conducting classes and distributing assignments (Mayol, 2020).

Another problem facing distance-learning students is the level and type of interactivity. Similar to the issue surrounding support, the lack of face-to-face interactions between students, teachers, and other classmates can be problematic for those new to the distance-learning environment. A practical distance-learning class will incorporate interactive tools like discussion boards, wikis, blogs, and synchronous audio or video components. Group or paired projects can further foster a sense of interaction and collaboration. A lack of meaningful interactivity may prevent students from feeling isolated and discouraged (Thomas, 2020). Correspondingly, Llego (2020) specified that the teacher is responsible for monitoring the learners' progress. The learners may ask for assistance from the teacher via e-mail, telephone, text message/instant messaging, and others. Where possible, the teacher shall visit learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as a para-teachers.

Moreover, Duron, Limbach, and Waugh (2006) stated that questioning is vital to the teaching and learning process. It allows the teacher to establish what is already known and extend beyond that to develop new ideas and understandings. Questions can stimulate interaction between teacher and learner and challenge the learner to defend his or her position (i.e., to think critically).

Content

According to Dangle and Sumaoang (2020), students' main problems are self-study, poor internet connection, lack of sleep, and distraction due to many activities. Most students need help to study. Seventy percent of them need help following the instructions of the module. Some students need more time to complete the module because they spend most of their time studying, using the module to tutor their brothers and sisters and help their parents on the spot. A large number of tasks in each module is one of the main problems they face. As a result, modules are usually submitted too late, and most answer sheets must be completed. Keles and Ozel (2016) also stated that students with little technical knowledge cannot follow the courses.

Additionally, the top priority is to ensure the highest quality of the courses offered, especially in distance learning, because students depend highly on the learning modules they receive. Compared with regular face-to-face training of the public, more thorough research can be conducted (Melton, 2002). Therefore, it is evident that modules for distance learning purposes need to be carefully designed and used because they play a significant role in keeping the quality of learning as high as possible, helping maintain academic standards (Hamweete, 2010).

Caganan and Buenvinida (2021) stated that uncertain students' learning was one of the themes that emerged from senior high school teachers' testimony regarding challenges they encounter in utilizing the different distance learning modalities. This theme refers to the concern of the teachers concerning the transfer of learning to the students. It means that because of the challenges experienced by the students, especially in Modular Distance Learning, there needs to be more legitimacy in students' learning. Students need to understand the topics presented in their learning modules. The absence of actual teaching in the current educational setting caused anxiety among teachers. They need to be more problematic regarding how they

impart knowledge to the students. It applies to senior high school students and all levels, either under modular or online distance learning. In addition, Cheng and Abu Bakar (2010) stated that 62.8% of the students feel that the module does not cater to the different learning styles and needs of the students. In addition, 50% felt that the content and materials in the module need to be updated or of an unacceptable level to the students from the various programs.

In the same way, Anzaldo (2021) mentioned that one of the disadvantages of modular distance learning is that students need teacher supervision to answer the modules. As a result, parents are the ones answering the modules in place of their children for different reasons. Some do their work from home online, and some are busy with chores and other household tasks instead of teaching their children the modules because they need more time to do so; they are the ones answering it. Besides, Madarang (2020) stated that teachers and students adopted the new blended or distance learning method with print, digital, radio, and television materials instead of conventional face-to-face classes. However, parents, students, and some concerned Filipinos noticed glaring errors in them which vary in spelling, grammar, mathematical equations, and even in the instructions themselves. Anzaldo (2021) added that it would be better if there were ample time for the quality checking of module content. There should also be areas, particularly in Mathematics, where the lessons should be presented more comprehensively to be best understood by pupils.

Moreover, Estrada (2021) specified that the modules are imperfect. They differ from school to school, and their contents depend on the teachers who made them. Some students may not have a problem understanding their lessons because of a well-explained module, but others may not be as lucky. With the lack of standard books used, the level of learning varies.

Transferable Skills

In theory, if learning modules or modular learning at their own pace cannot be implemented effectively, it will affect learning and productivity. Skills can be challenging and extremely costly (Crowe, 2015). Regarding mathematics, some students say that most math problems are difficult to solve, and there is no detailed explanation. Solving problems not only involves and requires calculations but also requires understanding and analysis of problems. It is also vital for students to understand the problems (Salma & Rodrigues, 2012). Akyuz (2015) added that cultivating the students' problem-solving skills is still tricky because a learning resource or learning media constrains it. Moreover, Gao, Liu, Xu, Cui, & Lv (2018) stated that the problem-solving ability owned by students could be identified through the ability to organize and use knowledge and connect one concept with another when solving problem problems.

From a different standpoint, Clark (2011) stated that delivering transferable skills falls to various education providers. It is a challenge for university lecturers who teach non-vocational students increasingly concerned about their ability to compete in the job market after graduation. In addition, transferable skills have become a key area where university professors must be fully engaged recently. These modules are expected to provide students with skills that can be applied in future careers (Department for Employment and Learning, 2006). Moreover, Carvalho (2016) indicated that the development of transferable skills is explained by interaction with tutors and a hosting company and by defining teamwork rules. Satisfaction is explained by skills development, assessment issues, defining teamwork rules, and understanding how organizations work.

Ouma, Awuor, and Kyambo (2013) identified communication as a barrier to effective distance learning. The only chance for the students to communicate with the distance learning teacher is during the allocated learning time. In addition, Liu (2008) specified that students' learning style and motivation for studying might affect their willingness and need to interact with others and, therefore, their experiences of isolation. Encouraging student participation in online discussions and interaction with peers may help reduce isolation; however, making this compulsory may not be effective (Gulati, 2008). Furthermore, Buchs and Butera (2015) specified that students are not accustomed to working cooperatively in most cases, so the interactions may develop differently, even when they have cooperative instruction.

Differences in the Implementation of Modular Distance Learning

The study of Cabradilla, Carreon, and Fontanilla (2021) found that most of their study's respondents are female and grade 12 students to determine the effectiveness of modular distance learning. Likewise, the data of Roble (2021) showed that 51 (61%) out of 84 participants are female, and 33 (39%) are male. Female respondents make up most of the participants in this study. The difference in the number between the two sexes can be explained by the fact that most

enrollees in the school are female, and most specializations offered in the TVL track are under the Home Economics strand, which is commonly more appealing for females than males. Cañete and Potane (2022) also revealed that most student-respondents were enrolled in Technical Vocational Track to determine how senior high school students perceive academic support in modular distance learning. In terms of career tracks, Abarro (2016) study indicated that most students prefer to take Academic Track with a strand of ABM; and TVL tracks with a strand of Home Economics. However, Vallejo (2019) reported that HUMSS is the first choice among the respondents considering both personality and socio-economic factors in choosing a strand were perceived as essential and vital in deciding and choosing a future career, giving them the challenge to bring out their best, and further development with their values as a person.

Furthermore, Linguete (2019) stated that Electronic Product Assembly Servicing (EPAS) is one of the specializations offered in Senior High School. This specialization requires a lot of actual activities like assembling and installing industrial products (TV, photovoltaic, CCTV). Conversely, Roble (2021) concluded that more students took up Culinary/Cookery than Tourism and Computer Systems as their specialization.

As revealed in Karal and Cebi (2012) study, distance education enables to performance of distance education applications different from traditional teaching methods. Assessment and evaluation in distance education are among current interest areas with the developing distinct distance education applications. Their study determined views on distance education's assessment and evaluation process by identifying which modules (exam, forum, chat, assignment, wiki, and others) should be used for the online assessment process and which criteria should be considered while evaluating student performance. The study concluded that the assessment and evaluation process involves online exams and modules such as a forum, assignment, wiki, and dictionaries showing students' process performance. In the modular assessment and evaluation process, teachers should consider students' answers qualitatively and quantitatively. Likewise, Lardizabal (2004) added that a module is a package of classroom activities that students must complete. It can be used as a course, a complete course, or part of a course. The module can be a short-segment program woven into other shapes. Allow each student's distinction principle. In addition, students with more vital intelligence will complete more modules separately, while students with weaker abilities can only accept fewer modules.

Moreover, McDowell, Wakelin, Montgomery, and King (2010) postulated that assessment for learning is a widely used term and the concept forms the basis of many teaching innovations. However, the definitions and scope of assessment for learning vary considerably. They described a conceptualization of assessment for learning that encompasses current thinking holistically and has been trialed and extensively refined in practice. Results indicated that the overall student experience is more favorable in modules where assessment for learning approaches are used, and students are more likely to take a deep learning approach. It also demonstrates that the student experience is centered on staff support, module design, feedback, active engagement, and peer learning.

One of the issues that have been the subject of debate is whether gender differences could affect students' preferences in learning. Many studies have indicated that gender differences exist in learning style preferences (Chuang, 2009; Lau & Yuen, 2010). For instance, Lau and Yuen (2010) who used the 'Gregorc Style Delineator,' found that gender factor affects students' learning style preferences. The study by Chuang (2009) found that although both genders favored the active learning method most, differences still exist between males' and females' preference for passive and group learning methods. Similarly, Hedjazi and Omidi (2013) found that female students' academic success was more pronounced than males in Iran. At the same time, they found a positive relationship between students' performance and student demographics, such as active learning, student attendance, and involvement in extracurricular activities in Malaysia. Furthermore, Rathod and Parmar (2020) concluded that there was no statistically significant difference between the perceptions of male and female participants. The students' feedback showed that the e-learning module method was a very effective way of teaching.

On the contrary, Lim, Morris, and Kupritz (2007) investigated the differences in instructional and learner factors between two groups of learners exposed to online-only and blended delivery formats to compare learning outcomes and other instructional variables between online and blended delivery methods. Findings indicated no significant differences in learning outcomes; however, significant differences existed in several instructional and learner factors between the two delivery format groups. Moreover, students expressed their engagement with the instructional materials. Furthermore, they expressed a

self-paced learning experience by providing feedback that they had control over the course materials using the developed online instructional modules. Survey results also indicated students' approval of using the modules as supplemental material to classroom lectures (Moradi, Liu, Luchies, Patterson, & Darban, 2018).

In summary, the study's literature emphasized the importance and impact of modular distance learning in providing continuous, effective, and quality education to learners despite many challenges encountered during this hard time.

The studies and discussion presented focus on the effectiveness of modular distance learning. Hence, this study is unique because it focuses on the participation of students in improving their learning and building their capacity to learn in the implementation of modular distance learning. Specifically, it focuses on assessing learners on the implementation of MDL modality in terms of the content and instruction; learning assessment; teacher-learner-parent/guardian collaboration; active and personalized learning; and inclusion. It also focuses on the differences in the early assessment of learners in the implementation of MDL when grouped according to track, strand, and specialization, as well as the challenges they faced while adapting to the new normal education.

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the demographic profile and early assessment of senior high school learners on the implementation of Modular Distance Learning modality. It is descriptive, describing the learners' challenges in terms of module, content, and transferable skills. It also used a correlational method to determine the significant difference between learners' assessments when grouped according to sex, track, strand, and specialization.

Participants

This study was conducted in public secondary schools in the Municipality of Alamada, Cotabato. The respondents of this study were senior high school students enrolled for the first semester of the school year 2020-2021. Three public secondary schools in the municipality served as the study's specific locations: Alamada High School, Dado High School, and Kitub-Bao High School. Three hundred one senior high school students were taken as a study sample.

Instruments of the Study

The researcher adapted a questionnaire with minor modifications that determined the demographic profile and early assessment of senior high school learners on implementing modular distance learning modality. The first part was the demographic profile of the respondents in terms of sex, track, strand, and specialization. The second part dealt with the assessment on modular distance learning modality, which was adapted from DepEd XII's Regional Memorandum CLMD No. 55, s. 2020. It contains five domains consisting of ten items on module content and instruction; five items on learning assessment; six items on teacher-learner-parent/guardian collaboration; three items on active and personalized learning; and four items on inclusion which was rated using the five-point Likert scale: 5-Strongly Agree, 4-Agree, 3-Neither Agree nor Disagree, 2-Disagree, and 1-Strongly Disagree.

Procedures

Initial permission to conduct the study was sought from the division office. The researcher furnished a copy of the approved letter to the three principals to administer the instrument. Then, she directly asked for the list of respondents to the assigned adviser upon request by their principal. The researcher conducted the study in two ways. First, the researcher distributed the questionnaire to the learners' assigned purok with their resource teachers and volunteers. Second, the questionnaire was distributed together with the distribution of modules. Upon retrieval, the resource teachers were requested to gather the questionnaires in their respective purok the same day they retrieve learners' answer sheets. The researcher retrieved the module from the resource teachers. For safety purposes, the minimum health protocol was followed.

Results

Profile of the Respondents

Table 1 shows the summary of the profile of the respondents in terms of sex, track, strand, and specialization.

Table 1. *Profile of the Respondents*

Variables	*Frequency*	*Percentage*
Sex		
Male	119	39.50
Female	182	60.50
Total	301	100.00
Track of Respondents		
Academic	135	44.90
Technical-Vocational Livelihood	166	55.10
Total	301	100.00
Strand of Academic Students		
ABM	25	18.52
HUMMS	110	81.48
Total	135	100.00
Specialization of TVL Students		
HE	40	24.10
Cookery	35	21.08
ICT	35	21.08
EPAS	56	33.74
Total	166	100.00

As reflected in the table, out of 301 students, 182 or 60.50 percent are female, and the remaining 119 or 39.50 percent, are male. In terms of track, most of the respondents were enrolled in Technical-Vocational Livelihood (TVL) with a frequency of 166 or 55.10 percent, and the remaining 135 or 44.90 percent were enrolled in the Academic Track.

Regarding the number of respondents in the Academic Strand, HUMSS has the highest frequency, with 110 students or 81.48 percent, and only 25 or 18.52 percent were ABM students.

In the area of specialization of TVL, Electronic Products Assembly and Servicing got the highest frequency of 56 or 33.74 percent. In comparison, the Cookery and Information Communication Technology got the lowest with a frequency count of 35 or 21.08 percent.

Assessment of Respondents on the Implementation of Modular Distance Learning (MDL) Modality

Table 2 presents the assessment of respondents on the implementation of Modular Distance Learning (MDL) modality in terms of its content and instruction, learning assessment, teacher-learner-parent/guardian collaboration, active and personalized learning, and inclusion are presented in tables 2a, 2b, 2c, 2d, 2e, and 2f.

Table 2a reveals that item 4- *The module contains learning objectives anchored on the Essential Learning Competency (MELC)* got the highest mean of 4.80, described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.44; followed by item 1- *The module has an instruction that is clear and appropriate to the lesson* with the mean of 4.78 described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.42; and item 6- *The learning module uses various presentation formats (e.g., poems, graphs, illustration, etc.) to appeal to different learning styles and abilities* has the mean of 4.77 described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.46.

On the other hand, item 5- *The content learning module per lesson considers the student's learning pace* garnered the lowest mean of 4.22, described as Agree and interpreted as Satisfactory with a standard deviation of 0.60. The overall mean of module content and instruction is 4.48, described as Agree and interpreted as Satisfactory with an overall standard deviation of 0.54.

Table 2a. *Assessment of Respondents on the Implementation of Modular Distance Learning Modality in Terms of Module Content and Instruction*

Variables	*Mean*	*SD*
Module Content and Instruction		
1.The module has instructions that are clear and appropriate to the lesson.	4.78	0.42
2.The module comprises high-level knowledge of content in the presentation of the lesson in the module.	4.37	0.56
3.The module includes activities/ideas that connect our lesson to other subject areas.	4.45	0.54
4.The module contains learning objectives anchored on the Most Essential Learning Competency (MELC).	4.80	0.44
5.The content of the learning module per lesson considers the students learning pace.	4.22	0.60
6.The learning module uses various presentation formats (e.g.,poems,graphs, illustrations,etc.) to appeal to different learning styles and abilities.	4.77	0.46
7.The learning module considers difficult concepts in various ways (e.g., written explanations, use of pictures,graphs or charts).	4.35	0.61
8.The topics covered in the module are developmentally presented, and activities are sequentially logical.	4.29	0.59
9.The connection between the lesson objectives, contents and materials used are clear.	4.32	0.64
10.The learning module stresses critical thinkung development by challenging learners to understand complex ideas, analyze, compare/contrast and evaluate arguments with different perspectives and draw conclusions.		
Overall Mean	4.48	0.54

Table 2b. *Assessment of Respondents on the Implementation of Modular Distance Learning Modality In Terms of Learning Assessment*

Variables	*Mean*	*SD*
Learning Assessment		
1.My teachers provide inputs on how learning shall be assessed at the end of the learning module's lessons.	4.73	0.56
2.My teaches are varied assessment strategies and present the rubrics accordingly.	4.82	0.42
3.My teachers provide assignemnts as reinforcement activities to measure my understand of the lessons.	4.70	0.55
4.My teachers give assignments that are adequately challenging.	4.27	0.59
5.My teachers require assignments to be submitted within a period.	4.36	0.60
Overall Mean	4.58	0.54

Table 2b shows that item 2- *My teachers use varied assessment strategies and presents the rubrics accordingly* generated the highest mean of 4.82, described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.42; followed by item 1- *My teachers provide inputs on how learning shall be assessed at the end of the learning module's lessons* obtained the mean of 4.73 described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.56; then, item 3- *My teachers provide assignments as reinforcement activities to measure my understanding of the lesson* with the mean of 4.70 described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.55. However, item 4- *My teachers give assignments that are adequately challenging* generated the lowest mean of 4.27, described as Agree and interpreted as Satisfactory with a standard deviation of 0.59. The overall mean of the learning assessment is 4.58, described as Strongly Agree and interpreted as Very Satisfactory with an overall standard deviation of 0.54.

Table 2c. *Assessment of Respondents on the Implementation of Modular Distance Learning Modality in Terms of Teacher-Learner-Parent/Guardian Collaboration*

Variables	*Mean*	*SD*
Teacher-Learner-Parents Guardian Collaboration		
1.My teachers set mechanisms in the distribution and retrieval of the learning modules.	4.85	0.43
2.My teachers prepare lessons in the module that ignited my interest to read or study always.	4.25	0.53
3.My parents/guardians supervise me to focus on reading the learning module and in answering the learning activities.	3.94	0.82
4. My parents/guardians expresses their enthusiasm in guiding me to read the learning module and answer the learning activities.	3.92	0.88
5.My teachers provide assignments in the module that are learner-centered which make me engaged in applying what I have learned in the module.	4.67	0.57
6.My parents/guardians help me set up my schedule to read and answer activities in the learning module.	3.89	0.89
Overall Mean	4.25	0.69

As reflected in Table 2c, item 1- *My teachers set mechanisms in the distribution and retrieval of the learning modules* gained the highest mean of 4.85,

described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.43; next is item 5- *My teachers provide assignments in the module that are learner-centered which make me engaged in applying what I have learned in the module* with the mean of 4.67 described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.57; and followed by item 2- *My teachers prepare lessons in the module that ignited my interest to read or always study* with the mean of 4.25 described as Agree and interpreted as Satisfactory with a standard deviation of 0.53. Whereas, item 6- *My parents/guardians help me set up my schedule to read and answer activities in the learning module* obtained the lowest mean of 3.89, described as Agree and interpreted as Satisfactory with a standard deviation of 0.89. The overall mean of teacher-learner-parent/guardian collaboration is 4.25, described as Agree and interpreted as Satisfactory with an overall standard deviation of 0.69.

Table 2d. *Assessment of Respondents on the Implementation of Modular Distance Learning Modality In Terms of Active and Personalized Learning.*

Variables	*Mean*	*SD*
Active and Personalize Learning		
1.I am actively reacting/writing or utilizing different forms of self-expression while reading the learning module.	4.67	0.57
2.I have the opportunit to customize my learning by having assignments tailored to my learning interest and needs.	4.23	0.61
3.I set personal learning plans based on the learning I gained after reading the module.	4.12	0.67
Overall Mean	4.35	0.62

The data in Table 2d displays that item 1- *I am actively reacting/writing or utilizing different forms of self-expression while reading the learning module* has the highest mean of 4.67 described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.57. Nevertheless, item 3- *I set personal learning plans based on the learnings I gained after reading the module* obtained the lowest mean of 4.12, described as Agree and interpreted as Satisfactory with a standard deviation of 0.67. The overall mean of active and personalized learning is 4.35, described as Agree and interpreted as Satisfactory with an overall standard deviation of 0.62.

Table 2e. *Assessment of Respondents on the Implementation of Modular Distance Learning Modality In Terms of Inclusion*

Variables	*Mean*	*SD*
Inclusion		
1.The learning phase considers different perspectives and viewpoint in the lesson found in the learning module in relation to learners culture,gender,religion and ability.disability.	4.69	0.60
2.The module's learning outcomes appeal to different domains.	4.30	0.55
3.The teaching activities provided meet the diverse learners needs, learning styles, ways of processing information and performance style.	4.25	0.57
4.The learning module used represents a variety of voices.	4.25	0.57
Overall Mean	4.39	0.57

As shown in Table 2e, item 2- *The module's learning outcomes appeal to different domains (e.g., cognitive, affective, and psychomotor)* has the highest mean of 4.69 described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.60; followed by item 1- *The learning phase considers different perspectives and viewpoints in the lesson found in the learning module in relation to learners' culture, gender, religion, and ability/disability* has the mean of 4.30 described as Agree and interpreted as Satisfactory with a standard deviation of 0.57; and item 3- *The teaching activities provided meet the diverse learners' needs, learning styles, ways of processing information and performance styles* has also the mean of 4.30 described as Agree and interpreted as Satisfactory with a standard deviation of 0.55. In contrast, item 4- *The learning module used represents a variety of voices (e.g., concepts presented reflective of different perspectives)* got the lowest mean of 4.25, described as Agree and interpreted as Satisfactory with a standard deviation of 0.57. The overall mean of inclusion is 4.39, described as Agree and interpreted as Satisfactory with an overall standard deviation of 0.57.

Table 2f. *Summary on the Assessment of Respondents on the Implementation of Modular Distance Learning Modality*

Variables	*Mean*	*SD*
Module Content and Instruction	4.48	0.54
Learning Assessment	4.58	0.54
Teacher-Learner-Parent/Guardian Collaboration	4.25	0.62
Active and Personalized Learning Inclusion	4.39	0.57
Overall Mean	4.41	0.58

As reflected in Table 2f, the average standard deviation on the implementation of modular distance learning modality is 0.58 with a grand mean of 4.41, described as Agree and interpreted as Satisfactory. It indicates that the respondents' level of agreement slightly varies with the variables relating to modular distance learning modality. The respondents considered learning assessment as the topmost variable in the modular distance learning modality, with the highest mean of 4.58, described as Strongly Agree and interpreted as Very Satisfactory with a standard deviation of 0.54; followed by module content and instruction with the mean of 4.48 described as Agree and interpreted as Satisfactory with a standard deviation of 0.54; and then inclusion with the mean of 4.39 described as Agree and interpreted as Satisfactory with a standard deviation of 0.57. However, the respondents rated teacher-learner-parent/guardian collaboration as the lowermost variable in the modular distance learning modality as reflected by the mean of 4.25 but still described as Agree and interpreted as Satisfactory with a standard deviation of 0.62.

Challenges Experienced by the Respondents in the Implementation of MDL

Table 3 reveals the challenges the respondents' experienced in the implementation of MDL in terms of the module, content, and transferable skills.

In terms of the module, item 3- *There is no opportunity to ask questions using the module* obtained the highest mean of 4.26, described as Strongly Agree with a standard deviation of 1.12; followed by item 5- *Pieces of information found in the module are not available in other sources/references* with the mean of 3.75 described as Agree with a standard deviation of 1.07; then item 2- *The handouts/course materials are of little use* got the mean of 3.70 described as Agree with a standard deviation of 1.48.

Table 3. *Challenges Experienced by the Respondents in the Implementation of MDL in terms of The Module,Content, and Transferable Skills*

Variables	*Mean*	*SD*
Module		
1.The process of module distribution and retrieval of answer sheets do not run smoothly.	3.30	0.85
2.The handouts/course materials are of little use.	3.70	1.48
3.There is no opportunity to ask questions using the module.	4.26	1.12
4.Pieces of information found in the module are not available in other sources/references.	3.75	1.07
5.Pieces of information located in the module are not accurate.	3.59	1.26
Overall Mean	3.72	1.16
Content		
6.It is difficult to know what is expected of you (as student) in the module.	4.49	0.85
7.It was unclear how the module should be answered.	3.85	0.93
8.The content expects skills that students do not possess.	4.35	1.03
9.It includes assumed knowledge that students do not possess.	4.47	0.84
10.It does not provide enough time to understand what is taught in the module.	3.94	0.96
Overall Mean	4.22	1.16
Transferable Skills		
The modules did not improve students ability to…		
11.Retrieve and use information	4.50	0.84
12.communicate/present information	4.44	0.88
13.effectively apply the method of problem-solving	4.40	0.87
14. work well with other people.	4.11	0.81
Overall Mean	4.36	0.85

On the other hand, item 1- *The process of module distribution and retrieval of answer sheets that do not run smoothly* garnered the lowest mean of 3.30, described as Neither Agree nor Disagree with a standard deviation of 0.85. The overall mean for the module is 3.72, described as Agree with an overall standard deviation of 1.16.

In terms of the module content, item 6- *It is difficult to know what is expected of you (as a student) in the module* got the highest mean of 4.49, described as Agree with a standard deviation of 0.85; next is item 9- *It includes assumed knowledge that students do not possess* with the mean of 4.47 described as Agree with a standard deviation of 0.84; and then item 8- *The content expects skills that students do not possess* gained the mean of 4.35 described as Agree with a standard deviation of 1.03. Whereas item 7- *It was unclear how the module should be answered* generated the lowest mean of 3.85, described as Agree with a standard deviation of 0.93. Thus, the overall mean of the module content is 3.85, described as Agree with an overall standard deviation of 0.93.

In terms of transferable skills, item 11- *The modules*

did not improve student's ability to retrieve and use information obtained the highest mean of 4.50, described as Strongly Agree with a standard deviation of 0.84; followed by item 12- *The modules did not improve students' ability to communicate/present information* with the mean of 4.44 described as Agree with a standard deviation of 0.88; and then item 13- *The modules did not improve students' ability to effectively apply the method of problem-solving* with the mean of 4.40 described as Agree with a standard deviation of 0.87. On the contrary, item 14- *The modules did not improve students' ability to work well with other people* resulting in the lowest mean of 4.11, described as Agree with a standard deviation of 0.81. As a result, the overall mean of transferable skills is 4.36, described as Agree with an overall standard deviation of 0.85.

Difference Between Male and Female Learners in their Early Assessment in Implementing the Modular Distance Learning Modality

Table 4 shows the difference between male and female learners in their early assessment in implementing the MDL modality using Mann-Whitney Test.

Table 4. *Difference between Male and Female Learners in their Early Assessment in Implementing the Modular Distance Learning Modality Using Mann-Whitney Test*

Variables	*Assessment of the Implentation of MDL*		
N	*Mean Rank*	*z-value*	*p-value*
Male	119	144.39	-0.67
Female	182	155.32	
Total	301		

The table showed that the mean rank of females and males are 155.32 and 144.39, respectively, and the p-value is 0.29, which is greater than 0.05 and is considered not significant. Thus, the null hypothesis stating that there is no significant difference between male and female learners in their early assessment in implementing the modular distance learning modality is accepted.

Difference in the Early Assessment of Learners in the Implementation of Modular Distance Learning When Grouped According to Track

Table 5 shows the difference in the early assessment of learners in the implementation of modular distance learning when grouped according to track using the Mann-Whitney Test.

Table 5. *Difference in the Early Assessment of Learners in the Implementation of Modular Distance Learning When Grouped According to Track Using Mann-Whitney Test*

Variables	*Assessment on the Implementation of Modular Distance Learning*			
	N	*Mean Rank*	*z-value*	*p-value*
Module Content and Instruction				
Academic	135	148.98	-0.37	0.71
TVL	166	152.64		
Total	301			
Learning Assessment				
Academic	135	162.20	-2.10	0.03
TVL	166	141.89		
Total	301			
Teacher-Learner-Parent/Guardian Collaboration				
Academic	135	155.41	-0.83	0.41
TVL	166	147.41		
Total	301			
Active and Personalized Learning				
Academic	135	145.14		
TVL	166	155.77		
Total	301			
Inclusion				
Academic	135	152.88	-0.36	0.72
TVL	166	149.47		
Total	301			

Using the Mann-Whitney Test on the assessment of module content and instruction, finding showed that TVL track students obtained the highest mean rank of 152.64 while Academic track students have the mean rank of 148.98. The p-value of 0.71 is greater than the 0.05 level of significance, which is considered not significant. Therefore, the null hypothesis stating that there is no significant difference in the early assessment of learners in the implementation of MDL in terms of module content and instruction when grouped according to track is accepted.

Subsequently, on the assessment in terms of teacher-learner-parent/guardian collaboration, Academic track students garnered the highest mean rank of 155.41, whereas TVL track students have the mean rank of 147.41. The result showed that the p-value is 0.41, which is considered not significant. As a result, the null hypothesis stating that there is no significant difference in the early assessment of learners in the implementation of MDL in terms of teacher-learner-parent/guardian collaboration when grouped according to track is accepted.

In terms of active and personalized learning, the assessment of TVL track students got the highest mean

rank of 155.77, while the Academic track has a 145.14 mean rank. The table generated a p-value of 0.26, which is greater than 0.05 and considered not significant. Therefore, the null hypothesis stating that there is no significant difference in the early assessment of learners in the implementation of MDL in terms of active and personalized learning when grouped according to track is accepted.

Similarly, in terms of inclusion, the result revealed that Academic track students generated the highest mean rank of 152.88, but TVL track students obtained a 149.47 mean rank. The result manifested greater than 0.05 p-value, which is considered not significant. Hence, the null hypothesis stating that there is no significant difference in the early assessment of learners in the implementation of MDL in terms of inclusion when grouped according to track, is accepted.

However, the assessment of the students in terms of learning assessment showed that the mean rank of Academic and TVL students are 162.20 and 141.89, respectively. The p-value of 0.03 is less than 0.05, which is considered significant. Consequently, the null hypothesis stating that there is no significant difference in the early assessment of learners in the implementation of MDL in terms of learning assessment when grouped according to track, is rejected.

Difference in the Early Assessment of Learners in Implementing Modular Distance Learning When Grouped According to Strand and Specialization

Table 6 shows the difference in the early assessment of learners in implementing MDL when grouped according to strand and specialization using the Kruskal-Wallis Test.

Using the Kruskal-Wallis Test on module content and instruction, the result showed that the computed chi-square is 30.00, df is 5, and the p-value is 0.000 which is less than 0.05 and is considered significant. Hence, the null hypothesis stating that there is no significant difference in the early assessment of learners in implementing MDL in terms of module content and instruction when grouped according to strand and specialization is rejected.

Table 6. *Difference in the Early Assessment of Learners in Implementing Modular Distance Learning When Grouped According to Strand and Specialization Using Kruskal-Wallis Test*

Variable		Assessment on the Implementation of Modular Distance Learning							
	n	Mean Rank	p-value	Interpretation	Decision	Mean Rank	p-value	Interpretation	Decision
Module Content and Instruction						Learning Assessment			
ABM	25	145.22	0.000	Significant	Reject Ho_3	166.36	0.003	Significant	Reject Ho_3
HUMSS	110	149.84				161.26			
HE	40	195.54				148.10			
Cookery	35	164.24				178.64			
ICT	35	88.86				106.41			
EPAS	56	154.62				136.65			
Total	301								
Chi-Square		30.00				17.99			
Eta Squared		10.00				6.00			
Df		5				5			
Teacher-Learner-Parent/Guardian Collaboration						Active and Personalized Learning			
ABM	25	163.60	0.536	Not Significant	Accept Ho_3	148.24	0.884	Not Significant	Accept Ho_3
HUMSS	110	153.55				144.43			
HE	40	164.61				153.53			
Cookery	35	135.30				163.27			
ICT	35	136.49				152.46			
EPAS	56	149.53				154.75			
Total	301								
Chi-Square		4.09				1.74			
Eta Squared		1.40				0.58			
Df		5				5			
Inclusion									
ABM	25	147.54	0.015	Significant	Reject Ho_3				
HUMSS	110	154.09							
HE	40	189.75							
Cookery	35	144.33							
ICT	35	123.27							
EPAS	56	140.29							
Total	301								
Chi-Square		14.11							
Eta Squared		4.70							
Df		5							

Similarly, in terms of learning assessment, the findings disclosed a computed chi-square of 17.99, df of 5, and a p-value of 0.003 which is considered significant. Thus, the null hypothesis stating that there is no significant difference in the early assessment of learners in implementing MDL in terms of learning assessment when grouped according to strand and specialization is rejected.

However, in terms of teacher-learner-parent/guardian collaboration, the result manifested a computed chi-square of 4.09, df of 5, and a p-value of 0.536 which is greater than 0.05 and is considered not significant. Consequently, the null hypothesis stating that there is no significant difference in the early assessment of learners in implementing MDL in terms of teacher-learner-parent/guardian collaboration when grouped according to strand and specialization is accepted.

Correspondingly, in terms of active and personalized learning, the result revealed that the computed chi-square is 1.74, df is 5, and the p-value is 0.884, which is considered not significant. Thus, the null hypothesis, which states that there is no significant difference in the early assessment of learners in implementing MDL in terms of active and personalized learning when grouped according to strand and specialization is accepted.

Lastly, in terms of inclusion, the findings displayed a

computed chi-square of 14.11, df of 5, and a p-value of 0.015 which is less than 0.05 and is considered significant. As a result, the null hypothesis stating that there is no significant difference in the early assessment of learners in implementing MDL in terms of inclusion when grouped according to strand and specialization is rejected.

Discussion

Profile of the Respondents

The findings revealed that out of three hundred-one respondents, one hundred eighty-two were female students. However, the remaining one hundred nineteen were male students. This means that there were more female students in the three public senior high schools than male students. This implies that females were more enthusiastic and interested in education. Correspondingly, Cabradilla, Carreon, and Fontanilla (2021) found out that most of their study's respondents are female and grade 12 students to determine the effectiveness of modular distance learning.

In terms of track, most of the respondents were enrolled in the technical-vocational livelihood (TVL) track. In contrast, the one hundred thirty-five students chose the Academic track. This means that these students found TVL as their opportunity to gain many skills and knowledge for their future. This implies that students look for practical ways focused on job-ready skills that would help them land their desired job after graduating from Senior High School. The result parallels Cañete and Potane (2022) study, which revealed that most student-respondents were enrolled in Technical Vocational Track to determine how senior high school students perceive academic support in modular distance learning.

In terms of the strand taken by Academic track students, most of them preferred to enroll in the Humanities and Social Sciences Strand (HUMSS). Twenty-five students chose the Accountancy, Business, and Management (ABM) strand. This means that these students enjoyed studying to improve their fundamental skills in learning. This implies that students expand their knowledge and skills in preparation for college. Similarly, Vallejo (2019) reported that HUMSS is the first choice among the respondents considering both personality and socio-economic factors in choosing a strand were perceived as essential and vital in deciding and choosing a future career, giving them the challenge to bring out their best, and further development with their values as a person.

In terms of specialization of the TVL students, the majority of them selected Electronic Products Assembly and Servicing (EPAS) specialization. However, thirty-five students selected Cookery and the other thirty-five students preferred Information Communication Technology (ICT) specialization. This means that these students were in the techno-savvy age, wherein their interests were in technology and gadgets since they were already accustomed to them. This implies that students found it practical to choose this specialization since it will provide an opportunity to gain knowledge and skills in demand in this modern technology. This affirms the study of Linguete (2019), who stated that Electronic Product Assembly Servicing (EPAS) is one of the specializations offered in Senior High School. This specialization requires many activities like assembling and installing industrial products (TV, photovoltaic, CCTV). Conversely, Roble (2021) concluded that more students took up Culinary/Cookery than Tourism and Computer Systems as their specialization.

Assessment of Respondents on the Implementation of Modular Distance Learning (MDL) Modality

Content and Instruction

In terms of content and instruction, the students Strongly Agreed on the item which states that *the module contains learning objectives anchored on the Most Essential Learning Competencies (MELC)* which generated the highest mean. This means that students are aware of the learning objectives in the module that are anchored on the Most Essential Learning Competencies (MELC). This implies that teachers abide by the directive of DepEd wherein MELC will be used as a guide in the learning module. It is a tool in the teaching-learning process, in which the objectives were geared toward the basic needs of every learner to equip themselves with the skills needed in life-long learning. This supports the findings of Diga (2020) that MELC is very necessary for determining and implementing a learning delivery approach suited to the local context and diversity of pupils' intelligence.

Also, the students Strongly Agreed on the statement that *the module has instructions that are clear and appropriate to the lesson* which garnered the second highest mean. This means that instructions in the module have an understandable and exact picture to the students of how the learning process will take place. This implies that appropriate and clear instructions help the students be guided in the learning process, which ensures their focus on learning and achieving the objectives of a particular lesson. The

result confirms the study of Madrazo and Dio (2020), which revealed that content and topics' scope, range, and depth must be appropriate to their learning needs. The modules' difficulty level is appropriate for their age and stage of learning, and the lessons' detail is appropriate for achieving the specified learning outcomes. In addition, the result tells that the learning modules contributed to and supported achieving the specific objectives (Rosita, 2016).

Similarly, the students Strongly Agreed that *the learning module uses various presentation formats (e.g., poems, graphs, illustration, etc.) to appeal to different learning styles and abilities* which obtained in the third highest mean. This means that using various presentation formats can help students better understand the learning module. This implies that students are more likely encouraged to learn as they encounter various presentation formats in the learning module, which they can learn in their way. The finding supports the study of Saifiyah, Ferdianto, and Setiyani (2017), which stated that learning modules develop and improve students' abilities and affect their learning motivation.

On the other hand, the students Agreed on the item stating that *the content of the learning module per lesson considers the students' learning pace* which gained the lowest mean. This means that students need help to cope and focus on the learning content at their speed. This implies that students need more time to maximize the learning opportunity and ensure they can relate to and understand the content in the learning module. Despite that, teachers consider the students' level of comprehension in making the lesson to ensure that students' learning pace is strengthened even in remote learning. The result is congruent with the study of Sejpal (2013), in which modular learning modality is used in almost all subjects, considering the individual differences of the learners, which require the adoption of the most appropriate teaching techniques to help them grow and develop at their own pace.

The overall mean indicates Agree. This signifies that the lessons were discussed and contained appropriate and clear instruction with various presentation formats aligned with the lessons' objectives. This implies that when students are academically motivated, they learn the most, and they can easily comprehend and grasp learning in an authentic, engaging, and innovative way. Thus, teachers are encouraged to plan lessons that ignite students' interests and needs. This is in line with the study of Saifiyah, Ferdianto, and Setiyani (2017), which stated that learning modules help develop and improve students' abilities and affects learning motivation.

Learning Assessment

In terms of learning assessment, the students Strongly Agreed on the item which states that *my teachers use varied assessment strategies and presents the rubrics accordingly* which generated the highest mean. This means that students were accustomed to the various learning activities and how it is being assessed using different rubrics. This implies that teachers used a variety of learning assessments with a rubric that encouraged students to apply and perform what they learned from the module. This also helps the teachers gauge the student's learning level in the entire scope of the lesson. The finding relates to the study of Kizlik (2014), in which he distinguished assessment from testing by saying that assessment is a broad term that includes testing. Thus, he said, the 'a test is a unique form of assessment, and that tests are assessments made under contrived circumstances especially so that they may be administered. He also indicated that 'all tests are assessments, but not all are tests. We test at the end of a lesson or unit. We assess progress through testing at the end of a school term or year. Also, Reddy and Andrade (2009) stated that student perceptions of rubrics are generally positive and report positive responses about rubric utilization by instructors.

Likewise, the students also Strongly Agreed on the item stating that *my teachers provide inputs on how learning shall be assessed at the end of the learning module's lessons* which obtained the second highest mean. This means that teachers emphasize how students' learning will be assessed based on their performance and output at the end of the lesson. This implies that teachers ensure that students will be assessed based on the lesson presented in the learning process. This will help teachers and students if they are on the same learning track. This supports the study of San Antonio (2020), who emphasized that monitoring learner progress and setting up a feedback mechanism shall help learners meet the essential learning competencies while seeing the connection of one lesson to the next to reinforce the coherence of the curriculum.

In the same manner, the students Strongly Agreed on the statement that *my teachers provide assignments as reinforcement activities to measure my understanding of the lesson* which generated the third highest mean. This means that teachers strengthen the student's understanding of the lesson by giving additional

activities to sharpen their minds and hone their skills. This implies that giving additional learning activities develops students to think developmentally, allows them to learn independently, and engages them in authentic learning. The finding relates to the study of Belecina and Ocampo (2018), which specified that adequate activities enhance their knowledge, critical thinking, skills, and attitudes. Situational problems motivate them and provide a mechanism to organize ideas. These also allow them to be reflective and develop metacognition.

However, the students Agreed on the item which states that *my teachers give assignments that are adequately challenging* which generated the lowest mean. This means that teachers still include complex tasks essential to learning and allow learners to achieve their specific goals. This implies that teachers identify authentic assignments to help students acquire new knowledge and skills and help them develop and still be globally competitive in this new normal way of learning. The result affirms the study of Altan and Seferoglu (2009), who stated that various educational problems are encountered in distance education compared to traditional classroom teaching. This is why distance educators assess students with exams and assignments and find it helpful to collect data with multiple tools.

The overall mean indicates Strongly Agreed. This means teachers provided assessment tools such as rubrics in the learning modules. This implies that assessment plays a vital role in teacher and student learning and motivation. This finding agrees with the statement of Brookhart and Chen (2014), which mentioned that rubrics yield sufficient quality information if certain conditions are met, most notably because it contains clear and focused criteria. Overall, evidence regarding the effects of rubrics on students' academic performance is positive, and the impact of rubrics on self-regulation of learning is mixed, though positive associations between rubric use and motivation to learn were identified in some studies.

Teacher-Learner-Parent/Guardian Collaboration

In terms of teacher-learner-parent/guardian collaboration, the students Strongly Agreed on the item stating that *my teachers set mechanisms in the distribution and retrieval of the learning modules* which garnered the highest mean. This means that teachers strictly follow the standard mechanism for distributing and retrieving learning modules as stipulated in DepEd Memorandum. This implies that teachers and parents abide by the standard mechanism following the health protocol to ensure the safety of all. This also shows that there is a strong collaboration between teachers and parents for the welfare of the student's continuous learning. The finding correlates with the study of Bayod, Forosuelo, Morante, and Guerra (2021), which disclosed that the B'laan parents, especially those living in the mountains, have a suggestion, and that is the improvement of the system of the module distribution. While it is convenient for them that they will be the ones to get the modules and return the modules, they suggested that an improvement in the system should be addressed like only once a week distribution and submission of modules and then all the modules from Kindergarten to Grade 12 should be given all at once.

Correspondingly, the students also Strongly Agreed on the item which states that *my teachers provide assignments in the module that are learner-centered which make me engaged in applying what I have learned in the module* which resulting in the second highest mean. This means that teachers include interactive activities in their assignments that require students to put what they have learned in the module into practice. This implies that the learner-centered activities provided in the module heightened students' interest in learning through assignments that allowed them to apply what they had learned in their lesson. Thus, teachers are encouraged to apply a learner-centered approach in most activities in the module. The result confirms the study of Madrazo and Dio (2020), who explicated that the learning module is helpful for students because it can be considered an alternative tool. Students can exercise their minds, ability, and skills through its activities.

However, the students Agreed only on the item stating that *my teachers prepare lessons in the module that ignited my interest to read or study always* and turned out to be the third highest mean. This means that teachers were able to prepare lessons in the module in a creative way, which increases students' motivation to learn. This implies that students' motivation to read and study may be influenced by how teachers prepare their lessons, which may be exciting and allow students to explore new learning. This is congruent with the result of the study of van de Pol, Volman, Oort, and Beishueizen (2015), who stated that each learning module is designed and programmed from simple to complex concepts to let the learners determine the interrelationship of the concepts, and so that it will guide them to understand the concepts easily. Additionally, Madrazo and Dio (2020) stressed that a well-prepared module could help the student to understand the topic easily. Furthermore, one student

believed that the module presents real-life situations that boost students to think critically.

The students Agreed on the item stating that *my parents/guardians help me set up my schedule to read and answer activities in the learning module* which gained the lowest mean. This means that students recognize their parents/guardians as their home learning facilitators. Similarly, the parents/guardians serve as their mentors whenever they find any difficulty in accomplishing their learning modules. This implies that the parents/guardians' involvement is essential for students' development as they are considered partners of the teachers in education. Like teachers, they should also possess perseverance as they help sustain their children/wards' motivation to continue their education even while in the remote learning set-up where students struggle to adjust. The finding supports the study of Lau, Li, and Rao (2011), which specified that when students enter school, the supportive partnership between parents and teachers becomes an important factor in their social and emotional development, well-being, academic preparation, learning, and learning outcomes. Parents play an essential role in establishing students' school preparation.

The overall mean indicates Agree, which signifies that teacher-learner and parents/guardians' collaboration significantly affect students' academic development. It infers that partnership between both parties could aid learners in quickly coping with the new ways of education. This implies that teacher-parents/guardians must be empowered to help students learn. They should communicate with one another since the teacher now creates the learning modules that students use. Hence, parents should also be aware and know how to maximize learning from these learning tools as they facilitate and monitor the students' learning. This affirms the study of Okai-Ugbaje, Ardzejewska, and Imran (2020) that collaboration is a crucial tool to create a meaningful learning experience for all. Parents must understand the needs of their children, thus making them more engaged in extending help and support. In return, teachers become more responsible for providing quality instruction to their learners. In this case, everyone is involved in designing learning opportunities. When everyone knows his or her roles and responsibilities, the implementation of the learning modality becomes organized and accessible.

Active and Personalized Learning

In terms of active and personalized learning, the students Strongly Agreed on the item stating that *I am actively reacting/writing or utilizing different forms of self-expression while reading the learning module* which obtained the highest mean. This means that students could learn the lessons in their learning modules. This implies that students actively participate in the learning process as they manifest an understanding of the lessons in the module. The result affirms the study of Oz and Orak (2018), which indicated that learning through a module provides students with individualized and flexible knowledge, freedom in learning, and active participation, which is supposed to lead to more autonomous and motivated learners in classes where the level of student interaction is high.

Meanwhile, the students Agreed on the item which states that *I set personal learning plans based on the learnings I gained after reading the module* which generated the lowest mean. This means that students can document their significant learning accomplishments after reading their learning module. Noting details is one of their hobbies while enjoying personal learning in every weekly task. This implies that students are encouraged to make individual learning plans with the supervision of their parents/guardians and teachers to help them achieve their short-term or long-term learning goals. The finding supports the statement of Gonzalez and Leticia (2013), which suggested that students need to use different strategies to plan, monitor, and evaluate their learning activities and control their motivation and emotion to self-regulate their learning. Students' effectiveness in their self-regulated learning process also varies depending on their academic environment and personal goal orientations.

The overall mean indicates Agree, meaning students customized their learning through active participation and personalized learning plans to answer their learning modules. This implies that students can assess their knowledge by designing their learning plans to master and improve their learning skills. The finding conforms the study of Deed, Lesko, and Lovejoy (2014), who stated that personalized learning spaces are characterized by deliberate and active interactions between the context, teacher, and students.

Inclusion

In terms of inclusion, the students Strongly Agreed on the item stating that *the module's learning outcomes appeal to different domains (e.g., cognitive, affective, and psychomotor)* which garnered the highest mean. This means teachers considered the three learning domains as they formulated the module's contents.

This implies that teachers carefully ensure the proper delivery of learning. Moreover, it requires teachers and students to commit to the process to achieve holistic development. This is with the study of Kamamia, Ngugi, and Thinguri (2014), which accentuated that teachers' subject mastery skills must be evident because it directly affects the students and the school's academic welfare. Teachers can develop appropriate communication, collaboration, critical thinking, and creativity skills based on cognitive, emotional, and psychomotor learning.

However, the students Agreed on the item which states that *the learning phase considers different perspectives and viewpoints in the lesson found in the learning module in relation to learner's culture, gender, religion, and ability/disability* but obtained the second highest mean. This means that respect for diversity is intensively conceptualized in the learning phase students observed in the module. This implies that diversity brings out new ideas and unique experiences and strengthens the cultural bond. This calls for teachers to incorporate diverse lessons that promote in-depth knowledge and expose students to new cultures, different historical figures, and perspectives. The result is parallel to the statement of Reiser (2013), which cited that for students to develop an understanding of the subject matter requires that teachers know what students already understand and believe about the world. Contextualization activities help relate the ideas to be learned to students' initial ideas. In addition, students may bring particular kinds of knowledge and experience that are unique to their cultural, ethnic, and socioeconomic backgrounds.

In the same way, the students Agreed on the item stating that *the teaching activities provided meet the diverse learner's needs, learning styles, ways of processing information, and performance styles* which generated the third highest mean. This means that teachers are equipped to make the learning task more authentic and meaningful, catering to the diverse learners' needs. This implies that various learning activities catering to students' diversity develop them holistically. In addition, they will be given opportunities to learn with their capability, level, and pace with the help of teachers preparing the authentic learning task. Relating it to the study of Bojuwoye et al. (2014), which revealed that learners received and utilized various forms of learning support from their schools, teachers, and peers. The learning support assisted the learners' academic, social, and emotional needs by addressing barriers to learning, creating conducive learning environments, enhancing learners' self-esteem, and improving learners' academic performance.

In contrast, the students Agree on the item stating that *the learning module used represents a variety of voices (e.g., concepts presented reflective of different perspectives)* which got the lowest mean. This means that students observed that various voices were explicitly defined in the learning module. This implies that teachers should be mindful of identifying and using various voices in the learning module so that students may locate the concept of these voices in the module. This supports the pronouncement of Conner (2013), which indicated in her study that one of the exciting features of New Zealand's education system is the greater level of students' diversity, learning needs, and achievement levels within-school classrooms than what exists between different schools. Addressing these issues and differences poses significant challenges to teachers; however, potential solutions emerge from everyday practice incorporating cultural worldviews and concepts.

The overall mean indicates Agree, which signifies that learning caters to diversity. This implies that education recognizes all students to have the privilege of experiencing holistic learning that respects diversity, enables involvement, eradicates barriers, and considers various learning needs and preferences. This finding supports the study of Gilakjani (2012), who stated that students must have multiple learning opportunities and learning style shifts. Teachers should achieve a match between teaching strategies and the student's unique learning styles.

Summary on the Implementation of Modular Distance Learning Modality

In the summary table, it is reflected that the students Strongly Agreed and considered *learning assessment* as the topmost variable in modular distance learning modality which garnered the highest mean. This means that students were satisfied with the evaluation tool in the learning module since learning assessment plays a vital role in the teacher-learner learning process. Teachers could determine, measure, and supervise students' learning and performance. In contrast, students were able to gauge their learning while being directed on the learning tasks presented in the course material. This implies that learning assessment is a key learning component in two ways. Teachers should prepare well-designed learning assessments that are authentic, engaging, and innovative to encourage students to participate actively in the learning process. On the other hand, students define learning assessment

as an instrument for improvement because it serves as their guide in evaluating their learning while also a tool that directs them to achieve the learning objectives of the entire learning course.

However, the students Agreed and still considered much important on *module content and instruction* which garnered the second highest mean. This means that students were fulfilled with the lessons presented in the learning module. Then, lessons were explicitly discussed, containing appropriate and clear instructions and the various presentation formats aligned with the objectives. This implies that students learn the most when they easily comprehend and grasp learning authentically, engagingly, and innovatively. Thus, teachers are encouraged to plan lessons that ignite students' interest in learning and cater to their needs.

Moreover, the students also Agreed and considered much important on *inclusion* which obtained the third highest mean. This means that students observed that diversity in learning is evident and every learner's need is catered to and considered. This implies that inclusion as part of the educational system provides better quality education for all. Thus, teachers are tasked to review every tailored learning activity, content, and task to consider inclusive education in the module.

Nevertheless, the students Agreed but considered *teacher-learner-parent/guardian collaboration* as the lowermost modular distance learning modality which garnered the lowest mean. This means that teachers, parents/guardians, and students strive to adjust to the new normal education. This implies that as learning modality shifts, enormous challenges cannot be solved overnight regarding keeping teachers, parents/guardians, and student's collaboration in place. Therefore, there is a need for renewed Collaboration in the new normal education where teachers should exert more effort in communicating and monitoring their student's performance with the help of the parents and guardians. As for the parents/guardians who are the teachers at home, they are encouraged to facilitate the learning and show compassion in supporting their child's endeavor in the whole learning course.

Challenges Experienced by the Respondents in the Implementation of MDL

On Module

In terms of the module, the students Agreed on the statement that *there is no opportunity to ask questions using the module* which obtained the highest mean. This means that students need help self-learning using the module, which leads to unattended questions. This implies that students have many uncertainties in the learning process that need to be recognized by their teachers and parents. That is why students opted not to ask questions because of fear of not being answered. The result relates to the study of Duron, Limbach, and Waugh (2006), who stated that questioning is a vital part of the teaching and learning process. It allows the teacher to establish what is already known and then extend beyond that to develop the student's new ideas and understanding.

Also, the students Agreed on the item stating that *pieces of information found in the module are not available in other sources/references* which gained the second highest mean. This means there is a need for more information from books and other references used as a tool for students to answer their modules. This implies that students found difficulty in processing information from the module because there is limited information or concepts from different references. The finding coincides with the statement of Estrada (2021), who examined the challenges in modular learning and found that the student needs a knowledgeable person present who can explain confusing or complicated concepts in the module. Thus, the modules themselves are not perfect.

Likewise, the students Agreed on the item which states that *the handouts/course materials are of little use* which generated the third highest mean. This means that students cannot study independently, resulting in inconstant use of the course material. This implies that limited interaction with the teacher with an extra load of activities and limited sources of information in the course material tend to minimize its usage. The result relates to the study of Dargo and Dimas (2021), which revealed that SLMs are activity-centered, more on paper and pencil activities. Learners complained that too many tasks/ activities are incorporated into the modules. As parents observed, learners tend to become lazy in studying because SLMs are more on the usual question and answer and are limited to reading and writing. Estrada (2021) added that the modular approach becomes an endless stream of paperwork for the student and the teacher without knowing its effectiveness.

However, the students also Agreed on the statement that *the process of module distribution and retrieval of answer sheets do not run smoothly* which garnered the lowest mean. This means that students need to be made aware of whether the process of distribution and

retrieval of answer sheets is one of the challenges they met in modular learning. This implies that the mode of delivery for distribution and retrieval was unorganized because modules were not printed entirely. Also, some modules were not disseminated properly in every purok. Since most of our learners reside far from the school, they cannot follow the schedule for distributing and retrieving modules because of bad weather. While students living near the school perceived that distributing modules and retrieving answer sheets was not challenging because they could quickly get their learning modules. Thus, teachers' intervention plans on the module distribution and retrieval process should be evaluated to determine whether it is convenient for the learners to provide efficient feedback on their academic performance. The result supports the study of Chan, Marasigan, and Santander (2021), which mentioned that multi-grade teachers share sentiments in the conduct of modular remote teaching. Since there is a process for the distribution and retrieval of modules, the orientation of parents on the new normal way of teaching exposes multi-grade teachers to various challenges. Similarly, Olivo (2021) revealed that parents mostly agreed to the strategies in the distribution of modules, retrieval of modules, time allotment for learning activities, the learning activities in the module, assessment, and highly agreeable to the observance of safety and health protocols in the distribution and retrieval of modules. However, parents claimed that time allotment in completing learning activities was insufficient since there were so many activities. In addition, some parents claimed they could not understand some topics in the module, so they could not help their children answer the learning activities.

The overall mean indicated Agree. This denotes that modular distance learning is a challenging learning delivery modality with many challenges. This implies that one challenge is the module itself, which needs further assessment and improvement up to the mode of delivery to the students. Despite the new ways of instructional delivery, as instigated by the ongoing global pandemic, teachers are compelled to continue fostering excellence among their learners. This supports the statement of Mañalac (2021) that the focus and concentration of the learners are not hundred percent served on their studies since there is not enough supervision at home. Students tend to avert their attention instead of focusing on and prioritizing their home-schooling first. They are often distracted and sometimes have no interest in answering their modules, especially if they do not understand the content of the lesson written there. In this case, there is a possibility that the academic performance of the learners will be affected. Likewise, Mayol (2020) stated that teachers must ensure that the quality of learning remains, even with the absence of face-to-face experiences, from planning lesson plans to conducting classes and distributing assignments.

Content

In terms of the module content, the students Agreed on the item stating that *it is difficult to know what is expected of you (as a student) in the module* which got the highest mean. This means that students are still confused about what is expected in the module based on their chosen track and strand/specialization, often leading to unfinished outputs and tasks. This implies that teachers should consider the students' learning levels, interests, and needs. In addition, teachers should help students widen their perspective about their chosen to tranch or strand/specialization and the expectation set before them in the learning materials. This finding supports the study of Dangle and Sumaoang (2020), who stated that the many tasks required for each module are the main problem they encounter. As a result, modules are usually submitted late, and most activity sheets are left unanswered.

Similarly, the students Agreed to the statement that *it includes assumed knowledge that students do not possess* which gained the second highest mean. This means that there are some assumed knowledge levels that students could not acquire in their prior years of study. This implies that it is the responsibility of the students to acquire the assumed knowledge specified for the tranch or strand/specialization they chose. Moreover, if students cannot possess the assumed knowledge required, teachers will facilitate a preparatory course for them before or during their study. The finding confirms the study of Keles and Ozel (2016), which cited that students who have little technological knowledge cannot follow the courses. Also, Caganan and Buenvinida (2021) mentioned that there is no legitimacy in the learning of students because of the challenges experienced by the students, most especially in Modular Distance Learning. There is no assurance that students understand the topics presented in their learning modules. The absence of actual teaching in the current educational setting provided anxiety to teachers. They are problematic as to how they will impart knowledge to the students.

Consistently, the students Agreed on the item which states that *the content expects skills that students do not possess* which generated the third highest mean. This means that there are some desirable skills that learners cannot possess to meet the content standards

in their course material. This implies that students may experience a crisis in undertaking their courses as skills still impact their ability to succeed in their studies. The result is related to the study of Cheng and Abu Bakar (2010), which stated that 62.8% of the students feel that the module does not cater to the different learning styles and needs of the students. In addition, 50% felt that the content and materials in the module are outdated, or of an inappropriate level to the students from the various programs.

Whereas, the students Agreed on the item stating that *it was unclear how the module should be answered* which got the lowest mean. This means that students have difficulty answering the course materials because it contains vague concepts that confuse them. This implies that teachers should evaluate the module's activities and contents to determine whether it is feasible to be learned by the students before giving it to them. This finding supports the study of Anzaldo (2021), which mentioned that students have difficulty in answering the modules without the teacher's supervision. As a result, parents are the ones answering the modules in place of their children for different reasons. Some do their work from home in an online setting, and some are busy with chores and other household tasks instead of teaching their children the modules because they do not have the time to do so; they are the ones answering it.

The overall mean signifies Agree. This means that the modules have difficulty in content, which helps learners navigate their course learning and organize the lessons by week and quarter. As a result, due to the module's misleading concepts, ideas, and tasks, students struggle to accomplish their learning modules. This implies that teachers should follow the standards in making authentic, practical, and interactive activities with appropriate content, discussion, and skills to avoid misconceptions in the learning module the students are experiencing. The result conforms to the statement of Madarang (2020) that teachers and students adopted the new blended or distance learning method with printed, digital, radio, and television materials instead of conventional face-to-face classes. However, parents, students, and some concerned Filipinos noticed glaring errors in them which vary in spelling, grammar, mathematical equations, and even in the instructions themselves.

Transferable Skills

In terms of transferable skills, the students Strongly Agreed on the item which states that *the modules did not improve students' ability to retrieve and use information* which obtained the highest mean. This means that using modules made learners struggle to gain and apply the learning they have learned in the module. This implies that students adjust in developing and refining their cognitive skills from the concepts and skills they gained in the module. This calls for the teachers and parents/guardians to find the appropriate intervention and monitor their students to address this learning issue. This finding contradicts the statement of Aranas (2020), who mentioned that using modules encourages independent study. It directs students to practice or rehearse information. Another good thing about using modules for instruction is acquiring better self-study or learning skills among students. They involve themselves in learning the concepts presented in the module. They develop a sense of responsibility in achieving the tasks provided in the module. With little assistance from the teacher, the learners progress on their own.

Congruently, the students Agreed on the statement that the modules did not improve students' ability to communicate/present information which garnered the second highest mean. This means that modules are an unstable tool for improving one's communication skills and primarily create greater problems for students who are poor in reading and comprehension. This implies that modules are temporary aid in teaching, especially in improving one's communication skills, because learners are the ones who create their learning. The finding affirms the study of Ouma, Awuor, and Kyambo (2013), who identified communication as a barrier to effective distance learning. The only chance for the students to communicate with the distance learning teacher is during the allocated learning time.

Similarly, the students also Agreed on the item stating that the modules did not improve students' ability to effectively apply the method to problem-solving which gained the third highest mean. This means that problem-solving is often challenging for students because they have difficulty understanding how to apply problem-solving processes in their learning modules. This implies that problem-solving experiences in daily life used to be complex and that lack of appropriate problem-solving and knowledge of application led to students' crisis in learning. The result supports the study of Akyuz (2015), which revealed that the cultivation of the students' problem-solving skills is still difficult because a learning resource or learning media constrain it. In addition, Gao, Liu, Xu, Cui, and Lv (2018) stated that the problem-solving ability owned by the students can be identified through the ability in organizing and using the knowledge, as well as connecting one concept with another when

solving the problems.

Conversely, the students Agreed that *the modules did not improve students' ability to work well with other people* which generated the lowest mean. This means that the students have difficulty working with others because most learning modules do not require the collaboration due to the pandemic. This implies that in the modular distance learning modality, students practice self-learning discovery, minimizing students' interaction with others. In addition, strict implementation of government health protocols such as social distancing significantly affects students' ability to work well with other learners. Even if social media is a frequently utilized communication medium, students still have difficulty working with others because of slow internet connection. Others do not own an android phone or computer set to be used in learning. This result negates the study of Buchs and Butera (2015), which specified that in most cases, students are not accustomed to working cooperatively, so the interactions may not develop in the desired way, even when they have cooperative instruction.

The overall mean signifies Agree. This means that the transferrable skills presented in the module do not help learners develop and enhance their skills. This implies that the transferable skills found in the module have minimal impact on student development; this aspect should be seriously addressed as these skills and abilities are deemed relevant and helpful to the learners. Teachers should consider innovative, authentic learning tasks that improve students' collaborative skills and interaction. This supports the study of Carvalho (2016), which indicated that the development of transferable skills is explained by interaction with tutors and tutees while defining teamwork rules. Satisfaction is explained by skills development, assessment issues, defining teamwork rules, and understanding how organizations work.

Difference between Male and Female Learners in their Early Assessment in Implementing the Modular Distance Learning Modality

The result showed no significant difference between male and female learners in their early assessment in implementing the Modular Distance Learning modality. This means that male or female has the same perception of how MDL modality is implemented and what it is for. This implies that the performance of modular distance learning does not significantly differ whether the students are male or female. Thus, education must continue, and modules are the appropriate tool for learning regardless of the learners' gender. Relating it to the study of Rathod and Parmar (2020), which concluded that there was no statistically significant difference between the perceptions of male and female participants. The students' feedback showed that the e-learning module method was a very effective way of teaching. In addition, Chuang (2009) found out that even though both genders favored active learning method most, difference still exists between males and females' preference for passive and group learning method.

Difference in the Early Assessment of Learners in the Implementation of Modular Distance Learning When Grouped According to Track

The data revealed a significant difference in the early assessment of learners in implementing modular distance learning in terms of learning assessment when grouped according to track. Therefore, the null hypothesis, stating that there is no significant difference in the early assessment in the implementation of modular distance learning when grouped according to track in terms of learning assessment, is rejected. This means students observed and utilized different evaluation tools in their learning module. Moreover, the learning assessment in the Academic track differs from the learning assessment used for the TVL track. This implies that learning assessment is crucial in learning delivery since it reasonably evaluates learners' performance. In addition, teachers should use various holistic and interactive assessments suited to students' learning interests and needs based on their chosen track. The result conforms to the study of McDowell, Wakelin, Montgomery, and King (2010), which indicated that the overall student experience is more positive in modules where assessment for learning approaches are used and students are more likely to take a deep approach to learn. It also demonstrates that the student experience is centered on staff support, module design, feedback, active engagement, and peer learning. Also, Karal and Cebi (2012) concluded that the assessment and evaluation process involve not only online exams but also modules such as a forum, assignment, wiki, and dictionaries which show students' process performance. In modular assessment and evaluation, teachers should consider students' answers qualitatively and quantitatively. Furthermore, the result relates to the Theory of Transactional Distance developed by Moore and Kearsley (1996) which states that distance learning is the interplay of teachers and students in an environment that have the characteristics of being separate from one another and as a result of special teaching and learning behaviors. The physical separation that characterizes distance

learning leads to communication gaps with a space of potential misunderstanding between the inputs of the teachers and those of the students.

However, the result indicated that the rest of the variables, which are the module content and instruction; teacher-learner-parent/guardian collaboration; active and personalized learning; and inclusion, are considered not significant. Therefore, the null hypothesis states that there is no significant difference in the early assessment in the implementation of MDL when grouped according to track in terms of module content and instruction; teacher-learner-parent/guardian collaboration; active and personalized learning; and inclusion is accepted. This means that students have the same perception on the implementation of modular distance learning in terms of module content and instruction, teacher-learner-parent/guardian collaboration, active and personalized learning, and inclusion. This implies that students' experiences in the new normal education are closely related and helpful to their learning growth. This supports the study of Lim, Morris, and Kupritz (2007), which investigated the differences in instructional and learner factors between two groups of learners exposed to online-only and blended delivery formats, respectively, to compare learning outcomes and other instructional variables between online and blended delivery methods. Findings indicated that no significant differences existed in learning outcomes; however, significant differences existed in several instructional and learner factors between the two delivery format groups. Hamdunah, et al. (2016) added that the learning module contains summaries of material, training and covers how students can build knowledge.

Difference in the Early Assessment of Learners in Implementing Modular Distance Learning When Grouped According to Strand and Specialization

When grouped according to strand and specialization, the findings showed that module content and instruction, learning assessment, and inclusion are considered as significant. Therefore, the null hypothesis, which states that there is a considerable difference in the early assessment of learners in modular distance learning when grouped according to strand and specialization, is rejected. This means that students have the same standpoint regarding the module content and instruction, learning assessment, and inclusion and find it significant in their learning process. This implies that diversity in education develops students' appreciation, curiosity, and self-development, especially in the new normal education. Thus, teachers play a vital role in developing students' learning holistically. They are tasked to create a learning tool that comprises optimum learning that improves students' affective, cognitive, and psychomotor skills that would equip them to compete globally. This supports NEDA (2017), which mentioned that modules and their features are appropriate for an urgent, tactical, transformative solution to 21st-century educational challenges and issues. Is also supported by Sejpal (2013) that it considers the individual differences among the learners, which necessitates the planning for the adoption of the most appropriate teaching techniques to help the individual grow and develop at her/his own pace. Furthermore, Singh (2014) indicated that activities cater to unique differences, attitudes, and capabilities, with suitable prescribed topics that are relevant, interesting, and self-motivating.

In contrast, the result revealed that teacher-learner-parent/guardian collaboration, active and personalized learning are considered not significant. Therefore, the null hypothesis, which states that there is a significant difference in the early assessment of learners in modular distance learning when grouped according to strand and specialization, is accepted. This means that students find the teacher-learner-parents/guardian collaboration and active and personalized learning are insignificant in implementing modular distance learning. Students have the same experiences between the partnerships of parents/guardians to the teachers in implementing modular learning. In addition, this could be an external factor in students' personalizing their learning methods; when teacher and parents/guardian work together for the welfare of the students, it reflects the students' optimized learning performance. This implies that teachers, parents/guardians have to work constructively to address the concerns regarding the students' active and personalized learning in the course of modular learning implementation. This supports the statement of Llego (2020), which specified that the teacher takes the responsibility of monitoring the progress of the learners. The learners may ask for assistance from the teacher via e-mail, telephone, text message/instant messaging, and others. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as a para-teachers. Furthermore, the finding partly conforms to the Theory of Independent Study by Wedemeyer (1981) which states that the learners study independently in their own environment free from the constraints of inappropriate class placings and develop in themselves a capacity and maturity that enables them to carry on self-directed learning.

Conclusion

Senior high school students of the municipality of Alamada embraced the new face of learning on this New Normal Education. Modular distance learning served as an avenue for students to acquire learning amid this pandemic.

Early assessment on the modular distance learning modality implementation does not significantly differ the students' profiles. When grouped to track, there is also no significant difference in assessing the performance of MDL in terms of content and instruction, teacher-learner-parent/guardian collaboration, active and personalized learning, and inclusion. However, a significant difference is revealed in terms of learning assessment. Then, when grouped into strands and specializations, a considerable difference is shown between the early evaluation of the implementation of MDL in terms of module content and instruction, learning assessment, and inclusion. Conversely, no significant difference was observed in assessing the performance of MDL in terms of teacher-learner parent/guardian collaboration and active and personalized learning.

It is therefore concluded that the learners' perceived positively the early assessment of the implementation of modular distance learning. However, this differs from how they perceived learning assessment.

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