

Coping Activities on the Difficulties and Challenges Encountered By Teachers on Modular Teaching

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ABSTRACT : This study seeks to help the Philippine Educational System reflect on the implementation of the Modular distance learning. The study aimed to indicate the assessment of Modular Distance Learning perceived by Social Studies teacher and School principals of public Secondary Schools in Zone 1 of the division of Zambales regarding module content, module printing, module retrieval and distribution. The teacher-respondent is a Social Studies major, BS degree with Master's units, Teacher I and had been in the service for almost a decade. The principal –respondent is a Social Studies major, masteral degree holders, Principal II and had been in the service for almost two decades. Both the teacher and principal respondent always observe the difficulty on Modular Learning implementation as to the retrieval of printed modules and answer sheets respectively.

KEYWORDS: *Coping Activities, Difficulties, Challenges, Teachers, Modular Teaching*

I. INTRODUCTION

The emergence of COVID-19 as a global pandemic has drastically changed the way education is delivered from traditional to new normal. The Department of Education (DepEd), in its desire to continue education even in times of crisis, identified different distance learning delivery modalities that schools may adopt to still be able to operate despite the imposition of community quarantines by the Philippine government.

The Department of Education (DepEd) is committed to ensure unhampered delivery of basic education services to its learners and the community in line with the constitutional mandate of the State “ to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people, the country and society-at-large ” pursuant to section 2(1) Article XIV of the 1987 Constitution, as reiterated in Republic Act (RA) No.10533 or the Enhanced Basic Education Act of 2013. In accordance with DepEd order (DO) No. 012, s.2020 “Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency, DepEd shall employ multiple learning delivery modalities, while protecting the health and safety of both its personnel and learners. This can be done through blended learning, distance learning and home-schooling. Of all the options, the modular distance learning happened to be the preferred modality by most of the students and also in consideration of the learners in rural areas where internet is not accessible for online learning. Since education is no longer held within the school, parents serve as partners of teachers in education.

The use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Pe Dangle & Sumaoang (2020). The teachers in public Secondary Schools in Zone 1 of the Division of Zambales found out issues and how modular distance learning work out in terms of printing of modules, its content and the distribution & retrieval of Self learning Modules. The implementation of effective and successful distance education is strongly influenced by aspects of student readiness, aspect of learning management system, aspect of infrastructure support and institutional commitment (Abuhassna, & Yahaya, 2018). The key purpose of study was to analyze the content of delivered modules, issues in printing or production of modules, and the procedure in distributing and retrieving of modules as encountered by Social Studies Teachers in Zone 1 of the Division of Zambales.

II. OBJECTIVES OF THE STUDY

The research study assessed the difficulties in the implementation of Modular Distance Learning this school year 2020-2021 as perceived by Social Studies teachers of Public Secondary Schools of Zone 1 of the Division of Zambales. Specifically, the study sought to answer the following problems:

1. How may the profile of the teachers-respondents be described in terms of:
 - 1.1. Length of years in the service;
 - 1.2. field of specialization;
 - 1.3. highest educational attainment;
 - 1.4. teaching position?
2. How may the teacher-respondents describe the difficulties in the implementation of the Modular Distance Learning in terms of:
 - 2.1 Content of the Module;
 - 2.2 Production and Printing of Modules;
 - 2.3 Distribution of Printed Modules; and
 - 2.4 Retrieval of Printed Modules and Answer sheets?
3. Is there a significant difference in the perceived difficulties of Modular Distance Learning implementation when Social Studies Teachers are grouped according to profile?

III. MATERIALS AND METHOD

In this research study, the researcher used descriptive research design and quantitative in its interpretation. According to Casadevall & Fang (2018), the characteristics used to describe the situation or population are usually some kinds of categorical scheme also known as descriptive categories. Descriptive research involves and employs the process of inquiry, interpretation and attempts to develop knowledge. The respondents of the research study are the ninety (90) Social Studies teachers of Zone 1, DepEd Division of Zambales. Zone I is composed of three districts namely: Sta. Cruz District with 9 schools, Candelaria District with 4 schools and Masinloc District with 6 schools.

The instrument used in this study was survey questionnaire which was constructed by the researcher after reviews of the works of Ray, (2020) which is composed of two parts. Part A consists of the respondent's profile to provide the researcher basic information of the Social Studies teachers and Part B composed of four indicators with ten statements that will scale them from always observed, observed, seldom observed and never observed. The data gathered were treated and analyzed using descriptive (percentage, frequency counts and weighted mean) and inferential statistics (ANOVA).

The researcher secured a written permit from the Schools Division Superintendent of the Department of Education, Division of Zambales for the distribution of survey questionnaire. The researcher also sought the assistance of the School Principals of the school-respondents to allow the distribution of the survey questionnaires to the Social Studies teacher. Survey questionnaires were administered by the researcher to the respondents personally. It was done in the month of December, 2020. The purpose and objectives of the study were clearly explained to the respondents.

IV. RESULTS AND DISCUSSIONS

4.1 Profile of the Teacher-respondents

Table 1 shows the frequency and percentage distribution on the teacher-respondents' profile variables of length of years in the service, field of specialization, highest educational qualification and teaching position respectively.

Table 1
Frequency and Percentage Distribution on the Teacher-respondents'
Profile Variables

Profile Variables		(F)	(%)
Length of Years in the Service Mean=9.78 or 10 years	1-5 years	32	35.60
	6-10 years	27	30.00
	11-15 years	17	18.90
	16-20 years	3	3.30
	21-25 years	6	6.70
	26-30 years	2	2.20
	31- years and above	3	3.30
	Total	90	100.00
Field of Specialization	History	7	7.80

	Social Science	26	28.90
	Geography	8	8.90
	Political Science	4	4.40
	Social Studies	44	48.90
	Sociology	1	1.10
	Total	90	100.00
Highest Educational Qualification	BS Degree	23	25.60
	BS Degree with MA units	40	44.40
	Master's Degree	20	22.20
	Master's Degree with Doctoral Units	4	4.40
	Doctorate Degree	3	3.30
	Total	90	100.00
Teaching Position	Teacher I	39	43.30
	Teacher II	14	15.60
	Teacher III	32	35.60
	Master Teacher I	5	5.60
	Total	90	100.00

Length of Years in the Service. Out of ninety (90) teacher-respondents, most were had been in teaching services for 1-5 years; 27 or 30.00%, 6-10 years; 17 or 18.90%, 11-15 years; 6 or 6.70%, 21-25 years; 3 or 3.30%, 16-20 and 31 years and above respectively and only 2 or 2.20% had been in the service for 26-30 years. The computed mean length of years in the service was 9.78 or 10 years. The data clearly indicates that the teacher respondents demonstrate commitment and dedication to the teaching profession.

Field of Specialization. Most of the teacher-respondents are major of Social Studies with 44 or 48.90%; 26 or 28.90%, Social Sciences; 8 or 8.90%, Geography; 7 or 7.80%, History; 4 or 4.40%, Political Science and only 1 or 1.10% who major in Sociology. The data implies that teacher-respondents are majors of Social Studies. The noted other fields are allied courses of Social Studies.

Highest Educational Qualification. Most of the teacher-respondents with 40 or 44.40% are BS degree with master's units; 23 or 25.60%, BS degree holders; 20 or 22.20%, Masters' Degree holders; 4 or 4.40%, Master's with Doctoral units; and 3 or 3.30% are Doctorate degree holders. The data demonstrated on the desire of the respondents to pursue and had been pursuing advance degrees as part of their continuing professional development. According to Dizon & Orge, (2018) obtaining a higher degree is likewise an indicator in the individual performance commitment review form (IPCRF).

Teaching Position. Most of the teacher-respondents with 39 or 43.30% are Teacher-I; 32 or 35.60%, are Teacher III; 14 or 15.60% are Teacher II and 5 or 5.60% are Master Teacher-I. The data clearly demonstrate that the teacher-respondents are mostly beginners and Teacher-I is considered as the entry level in hiring.

4.2 Perception of the Teacher-respondents on the Modular Distance Learning Implementation

1. The Content of the Module

Table 2 shows the perception of the teacher-respondents on the modular distance learning implementation as to the content of the module.

The teacher-respondents were "Always Observed" on the formulation of the content which is aligned on the Most Essentials Learning Competencies (MELCs) manifested on the high mean value of 3.87 and ranked 1st followed by the content contributes to the achievement of specific objectives of the learning area and grade level for which it is intended, with mean of 3.69 and ranked 2nd while the content provides activities compatible with the level of learners with the lowest value of 3.44 and ranked 10th. The computed overall weighted mean on the responses towards modular distance learning implementation as to the content of the module was 3.62 with qualitative interpretation of "Always Observed".

Table 2

Perception of the Teacher-respondents on the difficulty of implementation of Modular Distance Learn as to the Content of the Module

	The Content of the Module	Weighted Mean	Qualitative Interpretation	Rank
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1	The content is aligned on the Most Essentials Learning Competencies (MELCs).	3.87	Always Observed	1
2	The content contributes to the achievement of specific objectives of the learning area and grade level for which it is intended.	3.69	Always Observed	2
3	The content is suited to the target learner's level of development and needs	3.57	Always Observed	6.5
4	The content provides activities compatible with the level of learners.	3.44	Always Observed	10
5	The content allows learners to develop critical thinking skills.	3.57	Always Observed	6.5
6	The content allows the maximization of time in accomplishing the modules.	3.56	Always Observed	8.5
7	The content provides varied activities to address diverse set of learners.	3.66	Always Observed	4
8	The content has clear instructions provided on each activity.	3.68	Always Observed	3
9	The content provides relevant and contextualized information.	3.59	Always Observed	5
10	The content provides accurate content and information.	3.56	Always Observed	8.5
Overall Weighted Mean		3.62	Always Observed	

The data simply implies on the teacher-respondent's intense observance in the formulation of objective anchored and aligned on the Most Essentials Learning Competencies (MELCs). These competencies are imperative for the learning of every individual learner. The Self-learning materials that are ready to be printed digitally are developed by the assigned region, and approved and considered final. Mainly, in terms of content and alignment it was aligned with Most Essential Learning Competencies (MELC) by the Bureau of Learning Delivery DepEd Order 12,(2020). The MELC Guidelines was somewhat incorporated in the self-learning material as a guiding principle for learners.

2. Production and Printing of Modules.

Table 3 shows the perception of the teacher-respondents on the modular distance learning implementation as to Production and Printing of Modules.

The teacher-respondents were "Always Observed" on assuring that the number of printed modules distributed are enough to the number of students he handled manifested on the high mean value of 3.68 and ranked 1st followed by the teachers assures the quality of printed materials, with mean of 3.60 and ranked 2nd while the teacher has enough time to print all the supplemental modules needed for the week with the lowest value of 3.14 interpreted as "Observed" and ranked 10th. The computed overall weighted mean on the responses towards modular distance learning implementation as to the Production and Printing of Modules was 3.44 with qualitative interpretation of "Always Observed".

Table 3
Perception of the Teacher-respondents on the on the difficulty of implementation of Modular Distance Learning as to Production and Printing of Modules

	Production and Printing of Modules	Weighted Mean	Qualitative Interpretation	Rank
1	The teacher has sufficient financial support from the school to produce supplemental modules.	3.40	Always Observed	7
2	The teacher has all the necessary printing materials such as printers, bondpapers and ink.	3.32	Always Observed	9
3	The teacher shows readiness and willingness to produce supplemental modules.	3.38	Always Observed	8
4	The teacher has enough time to print all the supplemental modules needed for the week.	3.14	Observed	10
5	The teacher participates in strengthening the collaboration of external and internal stakeholder to finance the production of modules.	3.50	Always Observed	4

6	The teacher assures the quality of printed materials.	3.60	Always Observed	2
7	The teacher assures that the number of printed modules distributed are enough to the number of students he handled.	3.68	Always Observed	1
8	The teacher feels comfortable in the alignment of the printing schedule in school reflected in the Alternative Work Arrangement (AWA).	3.41	Always Observed	6
9	The teacher feels the support of the school in the production of supplemental modules.	3.52	Always Observed	3
10	The teacher can easily resolve problems encountered while printing all the supplemental modules.	3.48	Always Observed	5
Overall Weighted Mean		3.44	Always Observed	

The data clearly demonstrate that teachers were careful and observed on accurate number of module production to assure that all students should have been given copies for their personal study. The teachers have to be mindful to make sure that the number of modules produced are equal to the total number of students and with certain additional or extra copies for the possibility of asking replacement if somebody lost or destroyed during distribution. At times, it has been encountered that the printing equipment malfunctions or will not function due to power outages. This issue affects the production of the modules or the term mass production of the learning modules likewise the delivery. Pe Dangle and Sumaoang, (2020) also concluded that one of the issues on the printed Learning modules are on the quality of the prints hence most often that printed modules are not clear especially the printed pictures. Hence, recommended that the Department of Education should give autonomy and freedom to teachers in every school to do their own modules.

1. Distribution of Printed Modules.

Table 4 shows the perception of the teacher respondents on the modular distance learning implementation as to Distribution of Printed Modules.

Table 4 : Perception of the Teacher-respondents on the on the difficulty of implementation of Modular Distance Learning as to Distribution of Printed Modules

	Distribution of Printed Modules	Weighted Mean	Qualitative Interpretation	Rank
1	The teacher is fully aware about the flowchart of the distribution of modules.	3.83	Always Observed	1
2	The teacher has all the means to communicate with the parents about the distribution.	3.69	Always Observed	7
3	The teacher provides updated announcement to the parents prior to the distribution.	3.73	Always Observed	4.5
4	The teachers ensure 100 percent attendance of the parents.	3.50	Always Observed	10
5	The teacher partakes in ensuring that the school provides safe and organized area for distribution of modules.	3.70	Always Observed	6
6	The teacher does all the means to distribute modules for the students who cannot get their modules on time.	3.73	Always Observed	4.5
7	The teacher communicates with the barangay council to help in the distribution of modules.	3.52	Always Observed	9
8	The teacher guides parents in following the health protocols during distribution of modules.	3.77	Always Observed	2
9	The teacher feels satisfaction in the distribution process of modules.	3.66	Always Observed	8
10	The teacher accepts feedback from the parents to improve the distribution process.	3.76	Always Observed	3
Overall Weighted Mean		3.69	Always Observed	

The teacher-respondents were “Always Observed” that the teacher is fully aware about the flowchart of the distribution of modules manifested on the high mean value of 3.83 and ranked 1st followed by the teacher guides parents in following the health protocols during distribution of modules, with mean of 3.77 and ranked 2nd while teachers ensure 100 percent attendance of the parents with the lowest value of 3.50 and ranked 10th. The computed overall weighted mean on the responses towards modular distance learning implementation as to the Distribution of Printed Modules was 3.69 with qualitative interpretation of “Always Observed”.

Prior to the distribution, the school management has created committee responsible for the construction, development, distribution and retrieval. The committee on distribution has made plans and organized activity to make sure smooth distribution of the modules in coordination with local/barangay official and other stakeholders. In their planning stage. They had carefully studied on the location and houses of every students to assure and determine the sequential distribution based on location. Some had used the barangay office as drop-off points of modules where parents can claim the and submit the modules.

2. Retrieval of Printed Modules and Answer Sheets.

Table 5 shows the perception of the teacher-respondents on the modular distance learning implementation as to Retrieval of Printed Modules and Answer Sheets.

Table 5 : Perception of the Teacher-respondents on the on the difficulty of implementation of Modular Distance Learning as to Retrieval of Printed Modules and Answer Sheets

	Retrieval of Printed Modules and Answer Sheets	Weighted Mean	Qualitative Interpretation	Rank
1	The teacher is fully aware about the retrieval phase of modules.	3.83	Always Observed	1
2	The teacher informs parents about the retrieval phase of modules.	3.79	Always Observed	3
3	The teacher prepares a well-organized place of retrieval in school.	3.78	Always Observed	4
4	The teacher finds all the means to inform the parents about the day and time of retrieval.	3.67	Always Observed	9
5	The teacher partakes in ensuring that all minimum health protocols are being implemented.	3.72	Always Observed	5
6	The teacher uses all means to ensure the 100 % retrieval of modules.	3.70	Always Observed	6
7	The teacher ensures the completeness of retrieved modules.	3.69	Always Observed	7.5
8	The teacher constantly monitors and updates parents and learners about the retrieval of modules.	3.69	Always Observed	7.5
9	The teacher ensures the completeness of retrieved answer sheets.	3.64	Always Observed	10
10	The teacher accepts complains and suggestions from parents to improve the retrieval phase.	3.81	Always Observed	2
	Overall Weighted Mean	3.73	Always Observed	

The teacher-respondents were “Always Observed” that the teacher is fully aware about the retrieval phase of modules manifested on the high mean value of 3.83 and ranked 1st followed by the teacher accepts complains and suggestions from parents to improve the retrieval phase, with mean of 3.81 and ranked 2nd while teacher ensures the completeness of retrieved answer sheets with the lowest value of 3.64 and ranked 10th. The computed overall weighted mean on the responses towards modular distance learning implementation as to the Retrieval of Printed Modules and Answer Sheets was 3.73 with qualitative interpretation of “Always Observed”.

One of the most important aspect in the use of modular learning approach is the retrieval of modules. In the retrieval aspects, it will determine how the learners comprehend and understand the lesson with the corresponding assessment activities.

5. Summary of Responses

Table 6 shows the summary table on the responses of the teacher-respondents on the modular distance learning implementation.

Table 6 : Summary Table on the Perception of the Teacher-respondents on the dimensions towards on the difficulty of implementation of Modular Distance Learning

	Perception of the Teacher-respondents on the Modular Distance Learning Implementation	Overall Weighted Mean	Qualitative Interpretation	Rank
1	The Content of the Module	3.62	Always Observed	3
2	Production and Printing of Modules	3.44	Always Observed	4
3	Distribution of Printed Modules	3.69	Always Observed	2
4	Retrieval of Printed Modules and Answer Sheets	3.73	Always Observed	1
	Grand Mean	3.62	Always Observed	

The teacher-respondents were “Always Observed” on all dimensions towards the difficulty of modular distance learning implementation as to Retrieval of Printed Modules and Answer Sheet with overall weighted mean of (3.73) and ranked 1st; Distribution of Printed Modules (3.69) and ranked 2nd; the Contents of the Module, (3.62) and ranked 3rd and Production and Printing of Modules (3.44) and ranked 4th. Overall, the computed grand mean on the responses towards dimensions on modular distance learning implementation was 3.62 with qualitative interpretation of “Always Observed”. The data clearly demonstrate on the difficulty encountered by teachers towards Retrieval of Printed Modules and Answer Sheets. According to some of the teacher-respondents, some parents/students were not able to submit the modules on time. Some left the assessment part unanswered. The teachers are facing dilemma that could affect their time in the computation and submission of grades.

4.3. Test of difference on the Perceived Difficulties of Modular Distance Learning Implementation when grouped according to Teacher-respondents’ profile variables

1. The Content of the Module

Table 7 shows the Analysis of Variance to test difference on the perceived difficulties of modular distance learning implementation as to the content when grouped according to teacher-respondents’ profile variables.

Table 7
Analysis of Variance to test difference on the Perceived Difficulties of Modular Distance Learning Implementation as to the Content of the Module when grouped according to teacher-respondents’ profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Length of Years in the Service	Between Groups	0.488	6	0.081	0.716	0.638	Accept Ho Not Significant
	Within Groups	9.430	83	0.114			
	Total	9.918	89				
Field of Specialization	Between Groups	0.267	5	0.053	0.465	0.801	Accept Ho Not Significant
	Within Groups	9.651	84	0.115			
	Total	9.918	89				
Highest Educational Qualification	Between Groups	0.634	4	0.158	1.451	0.224	Accept Ho Not Significant
	Within Groups	9.284	85	0.109			
	Total	9.918	89				
Teaching Position	Between Groups	0.294	3	0.098	0.875	0.457	Accept Ho Not Significant
	Within Groups	9.624	86	0.112			
	Total	9.918	89				

There is no significant difference on the on the perceived difficulties of modular distance learning implementation as to Contents of Modules when grouped according to length of years in the service, field of specialization, highest educational qualification and position respectively manifested on the computed P or Sig. Values of 0.638, 0.801, 0.224, 0.457 which all are higher than (>) 5 % significance level, therefore the null hypothesis is accepted.

Clearly gleaned from the table on the similarity and likeness on the teacher-respondents perspective and opinion towards contents of the module. This finding supports on the study of Pe Dangle & Sumaoang (2020), a high percentage of teachers said that the Department of Education (DepEd) provides modules thus for them. However, some of them said that the modules they gave were usually incomplete and practically all of the teachers stated that they noticed errors in the modules and they were permitted to revise the modules with mistakes. The authors of the modules are teachers who are experts in the learning area. They are selected based on their knowledge and skills in the preparation of the contents of the modules Codamon, (2020). From the poll of teachers, they are grouped together to work on particular learning objectives. This is based on the Most Essential Learning Competencies (MELCs) designed by higher authorities. This is done to ensure that only the most essentials are considered in times of COVID-19 pandemic.

Teachers are given orientation on the expected contents of modules. They run through the various parts. Sample finished modules are presented to them to conceptualize its contents (Dejene, (2019). Every section of the modules is discussed clearly. Guidelines to follow are also emphasized to avoid plagiarism. The training committee provides plagiarism checker to ensure that the finished outputs of the teachers are original Salmons, (2019). Likewise, every team member has their own role to play regarding the contents of the modules. Aside from the authors or writers, teachers are also assigned to illustrate the pictures needed in the modules. Others serve as lay-out artists, content editors, language editors, and lay-out editors. Furthermore, the output is presented to the panel for the purpose of quality assurance (Gülşah Öz, 2018 & Codamon, 2020).

2. Production and Printing of Modules

Table 8 shows the Analysis of Variance to test difference on the perceived difficulties of modular distance learning implementation as to production and printing of modules when grouped according to teacher-respondents' profile variables.

Table 8
Analysis of Variance to test difference on the Perceived Difficulties of Modular Distance Learning Implementation as to Production and Printing of Modules when grouped according to teacher-respondents' profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Length of Years in the Service	Between Groups	0.646	6	0.108	0.641	0.697	Accept Ho Not Significant
	Within Groups	13.935	83	0.168			
	Total	14.581	89				
Field of Specialization	Between Groups	0.462	5	0.092	0.550	0.738	Accept Ho Not Significant
	Within Groups	14.119	84	0.168			
	Total	14.581	89				
Highest Educational Qualification	Between Groups	1.295	4	0.324	2.072	0.092	Accept Ho Not Significant
	Within Groups	13.286	85	0.156			
	Total	14.581	89				
Teaching Position	Between Groups	0.214	3	0.071	0.427	0.734	Accept Ho Not Significant
	Within Groups	14.367	86	0.167			
	Total	14.581	89				

There is no significant difference on the perceived difficulties of modular distance learning implementation as to Production and Printing of Modules when grouped according to length of years in the service, field of specialization, highest educational qualification and position respectively manifested on the computed P or Sig. Values of 0.697, 0.738, 0.092 and 0.734 which all are higher than (>) 5 % significance level, therefore the null hypothesis is accepted. The results simply imply on the conformity of the teacher-respondents towards production and printing of modules when grouped according to teacher-respondents' profile variables. Most of the teachers still opt to use Modular Distance Learning over other learning approaches because the majority of the teachers have unstable internet connections. In addition, it is perceived as much accessible and feasible for everyone especially for students in remote areas despite several challenges being encountered by teachers in Modular Distance Learning which brings the issues on the printing, delivery and retrieval. Teachers lack resources for reproduction and delivery of modules. At times, it has been encountered that the printing equipment malfunctions or will not function due to power outages. This issue affects the production of the modules or the term mass production of the learning modules likewise the delivery. Pe Dangle & Sumaoang, (2020) also concluded that one of the issues on the printed Learning modules are on the quality of the prints hence most often that printed modules are not clear especially the printed

pictures. Hence, recommended that the Department of Education should give autonomy and freedom to teachers in every school to do their own modules. However, the modules must be validated for the quality assurance and the progress will be monitored.

3. Distribution of Printed Modules

Table 9 shows the Analysis of Variance to test difference on the perceived difficulties of modular distance learning implementation as to Distribution of Printed Modules when grouped according to teacher-respondents' profile variables.

Table 9
Analysis of Variance to test difference on the Perceived Difficulties of Modular Distance Learning Implementation as to Distribution of Printed Modules when grouped according to teacher-respondents' profile variables

Sources of Variations	SS	df	MS	F	Sig.	Decision
Length of Years in the Service	Between Groups	0.365	6	0.061	0.528	Accept Ho Not Significant
	Within Groups	9.583	83	0.115		
	Total	9.949	89			
Field of Specialization	Between Groups	0.290	5	0.058	0.505	Accept Ho Not Significant
	Within Groups	9.659	84	0.115		
	Total	9.949	89			
Highest Educational Qualification	Between Groups	0.387	4	0.097	0.860	Accept Ho Not Significant
	Within Groups	9.562	85	0.112		
	Total	9.949	89			
Teaching Position	Between Groups	0.109	3	0.036	0.317	Accept Ho Not Significant
	Within Groups	9.840	86	0.114		
	Total	9.949	89			

There is no significant difference on the on the perceived difficulties of modular distance learning implementation as to Distribution of Printed Modules when grouped according to length of years in the service, field of specialization, highest educational qualification and position respectively manifested on the computed P or Sig. Values of 0.786, 0.772, 0.491 and 0.813 which all are higher than (>) 5 % significance level, therefore the null hypothesis is accepted. In the DepEd printed modular learning, learners are given self-learning material (SLM). In a quarterly basis teacher will provide SLM handouts to learners which means learners will be receiving four sets of SLM's for the whole academic year.

In general, the distribution of self-learning materials will be given to parents before classes go on. An alternative solution provided for instances that parents cannot collect their children modules will be the designation of pick-up points in the barangay. Likewise, a work plan will also be distributed to learners. Though distinct from SLM's, the work plan will be provided to learners on a weekly basis which will show the lessons and activities the learners should finish on a weekly basis. As for retrieval, completed activity sheets will be recovered by teachers from parents. Parents will have to submit the activity sheets to teachers in school or in selected pick-up points. The system, nevertheless, can somehow look risky. Teachers and parents raised worries over using the modular learning approach due to fears of the COVID-19 Pandemic.

3. Retrieval of Printed Modules and Answer Sheets.

Table 10 shows the Analysis of Variance to test difference on the perceived difficulties of modular distance learning implementation as to Retrieval of Printed Modules and Answer Sheets when grouped according to teacher-respondents' profile variables.

Table 10
Analysis of Variance to test difference on the Perceived Difficulties of Modular Distance Learning Implementation as to Retrieval of Printed Modules and Answer Sheets when grouped according to teacher-respondents' profile variables

Sources of Variations	SS	df	MS	F	Sig.	Decision
Length of Years in the Service	Between Groups	0.452	6	0.075	0.816	Accept Ho Not Significant
	Within Groups	7.664	83	0.092		

	Total	8.117	89				
Field of Specialization	Between Groups	0.268	5	0.054	0.574	0.719	Accept Ho Not Significant
	Within Groups	7.848	84	0.093			
	Total	8.117	89				
Highest Educational Qualification	Between Groups	0.297	4	0.074	0.808	0.524	Accept Ho Not Significant
	Within Groups	7.819	85	0.092			
	Total	8.117	89				
Teaching Position	Between Groups	0.308	3	0.103	1.132	0.341	Accept Ho Not Significant
	Within Groups	7.808	86	0.091			
	Total	8.117	89				

There is no significant difference on the on the perceived difficulties of modular distance learning implementation as to Retrieval of Printed Modules and Answer Sheets when grouped according to length of years in the service, field of specialization, highest educational qualification and position respectively manifested on the computed P or Sig. Values of 0.560, 0.719, 0.524 and 0.341 which all are higher than (>) 5 % significance level, therefore the null hypothesis is accepted.

As schools across the country continue to conduct dry runs of the implementation of distance learning, educators have identified several challenges with the new way of delivering lessons to students at home. Among them are the distances that teachers have to cover in order to distribute self-learning modules (SLMs) to their students' houses. according to Estela Cariño, Director of the Department of Education's office in the Cagayan Valley region. The news article published captured the statement of Estela Cariño, where it is stated that "One of the major challenges experienced by the teacher, of course, would be the distance of the houses of these learners and the kind of road that they have to pass through, some have to cross rivers, ". To resolve these issues, Cariño said the DepEd in Cagayan Valley is coordinating with local officials and law enforcers to help teachers in distributing and retrieval of the SLMs Bernardo, (2020).

V. CONCLUSIONS

Based on the summary of the investigations conducted, the researcher concluded that:

- 1.The teacher-respondent is a Social Studies major, BS degree with Master's units, Teacher I and had been in the service for almost a decade.
- 2.The teacher-respondent were "Always Observed" on the difficulty on Modular Learning Implementation as to the Retrieval of Printed Modules and Answer Sheets respectively.
- 3.There is no significant difference on the perception of the teacher-respondents towards difficulty on the implementation of Modular Learning as to Contents of the Module, Production and Printing of Modules, Distribution of Printed Modules and Retrieval of Printed Modules and Answer Sheets when grouped according to profile variables of length of service, field of specialization, highest educational attainment and position.

RECOMMENDATIONS

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher offered the following recommendations based on salient findings obtained in the study:

- 1.The school management is encouraged on the creation of special instructional material committee to assure activities are aligned with MELC, compatible to the nature and level of the learner and assure on the content flow of spiral progression approach in all subjects.
- 2.The school management may provide alternative plan to assure the number of module production should be equal to all number of students.
- 3.The school management may conduct an intensive partnership/linkages program with parents and community to assure of their 100% participation and involvement in the distribution and retrieval of modules.
- 4.To intensify and increase collaboration with external stakeholders to finance the printing, and production of modules.

5. The school management should continue the health standard protocols on disinfecting instructional materials during distribution, retrieval and before giving back to the subject teacher.
6. For the future researcher/s, to conduct a replication of the study with in-depth and wider in scope so as to validate the salient findings obtained in the study.

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