

CHALLENGES ENCOUNTERED BY SENIOR HIGH SCHOOL TEACHERS IN
MODULAR DISTANCE LEARNING: BASIS FOR TEACHERS' TRAINING PROGRAM

A Basic Research

Conducted by

JAJSA MHE A. LERASAN

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Abstract

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This study aimed to identify the challenges encountered by senior high school teachers in the delivery of modular distance learning modality. This study employed both quantitative and qualitative research designs. Results of the study served as a basis in formulating a proposed training program for teachers. The respondents of the study were 25 senior high school teachers from Alimodian I. A four-point likert-scale instrument was used to identify the challenges encountered in modular distance learning. Open-ended questions were used to gather more information on the challenges as well as coping mechanisms to overcome such challenges. Results revealed that the challenges encountered by teachers are “Challenges on time management in the conduct of classes, monitoring of responses, availability of students, and other modular classes issues” and “Challenges on checking and evaluating students’ output.” Teachers were challenged by time constraint due to work load and monitoring of students’ responses due to lack of resources by the learners. Teachers were also challenged by checking of outputs especially those incomplete, unnamed or too many outputs. Given the results, a proposed training program was devised in response to the challenges.

Introduction of the Research

The identified novel coronavirus (nCoV) is a new strain that has not been previously identified in humans. On January 30, 2020, World Health Organization's Director General, Dr. Tedros Adhanom Ghebreyesus declared the novel corona outbreak as an international public health emergency concern. But the world seems to be caught off guard when COVID-19 was announced as a pandemic on March 11, 2020. This is due to the rapid increase in the number of cases outside China over the past 2 weeks that has affected a growing number of countries (WHO, 2020). With such announcement, countries all over the world adopted different measures in response to the said pandemic. In the Philippines, the country was placed under a state of calamity and implemented measures such as lock-down of affected areas, travel restrictions, closure of schools and colleges, as well as training schools of the Philippines National Police (Duddu, 2020). Indeed, the education sector has been one of the agencies greatly affected by the pandemic. But the Department of Education had been working for plans and strategies for education to continue despite the pandemic. Thus, DepEd Order No. 12, s. 2020, known as the Basic Education Continuity Plan for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency was created to be the basis of schools in the conduct of classes.

As schools reopen in the Philippines, learners and the rest of the education sector are confronted with different challenges related to distance learning modalities. DepEd had to develop and implement ways to continue the school year and placing the health and welfare of all stakeholders concerned in utmost priority. Thus, different alternative different learning modalities are implemented such as modular, television-based, radio-based instruction, blended, and online while face-to-face classes still prohibited due to the public health situation (De Villa & Manalo, 2020). With the sudden shift from normal face-to-face classes to the new normal, schools are required to conceptualize and frame their own School Learning Continuity Plan (SLCP) based on the situation of the community with

the involvement of all stakeholders concerned. The Alimodian National Comprehensive High School crafted its SLCP with the objective of reaching as many learners as possible, so that none of the students be deprived of education placing their health on top of the list in this time of pandemic. Thus, putting into consideration the results of the survey on the profile of the community, availability of resources and facilities, and the community health situation, the school decided to deliver education mainly through printed modular distance learning. In such situation, learning facilitators (parent/ guardian) come to designated areas at a scheduled time for distribution and retrieval of modules. Teachers are assigned in the cluster areas and the ones distributing the modules and retrieving the answer sheets. Hence, teachers as prime facilitators of education in this new normal are often confronted with different challenges related to distance learning modalities. As pointed out by Dymont (2013 in De Villa and Manalo, 2020), teachers who are new to distance learning need technical, pedagogical and time management support for they may feel unprepared to facilitate teaching. In addition, technology plays a vital role in the new normal since teachers have to be available online at all times for queries from learners as well as parents (Ancheta, 2020).

As this pandemic is slated to exist even after the preventive vaccine is discovered and to ensure continuous education mission, it is essential to know the different challenges encountered by the educators as facilitators of learning in this new normal. The results of this study served as the basis for teachers' training program of schools in response to the needs of the teachers to be addressed by sectors concerned in Alimodian I.

Review of Literature

The literature pertinent to the present investigation is presented which include the following topics: (1) Distance Learning, (2) Challenges in Education Under the New Normal, and (3) Summary.

Distance Learning

The COVID-19 pandemic has brought extraordinary challenges and rapid changes in the educational sector. To sustain and provide quality education, the new normal should be taken into consideration in the planning and implementation of the “new normal education policy” (Tria, 2020). This new normal policy is reflected in DepEd Learning Continuity Plan which is a package of education intervention in response to the challenges in basic education brought by COVID-19 pandemic. It is a commitment of the government in protecting the health and safety of learners, teachers, and school personnel under the health protocol of the Department of Health (DOH) and the World Health Organization (Ancheta & Ancheta, 2020). Given the epidemiological picture, direction of government response and the Secretary’s directive to continue learning in a safe and healthy environment amid COVID-19, it is clear that distance learning will be a key modality of learning delivery in the incoming school year (Department of Education, 2020). Thus, Dep Ed introduced three types of distant learning modality such as Modular Distance Learning (MDL), Online Distance Learning (ODL), and television (TV)/Radio-Based Instruction to be adopted by schools for school year 2020-2021.

Modular Distance Learning. Modular Distance Learning involves individualized instruction that allows learners to use Self Learning Modules whether in print or digital format, whichever is applicable in the context of the learner, and other learning

resources like learner's materials, textbooks, activity sheets, study guides, and other study materials (Department of Education, 2020). As reiterated by Guido (2014), modular instruction contains a series of activities with teaching instructions addressed to the learners, explanation, exercises and generalizations. With such activities, the learner is able to proceed at his own rate, choose his own learning mode, select along a variety of topics, identify his strengths and weaknesses, and recycle if necessary. In this approach, teachers have the responsibility of monitoring learners' progress and if possible do home visitation to learners. Learners may ask assistance from teachers through e-mail, telephone, text message/ instant messaging. Family members and other community stakeholders need to serve as para-teachers (Department of Education, 2020). Ancheta & Ancheta (2020) noted that schools with insufficient funds for Learning Management System and resources make full use of the modular approach. If no available platform for the upload of the learning materials, parents can claim materials from the school observing proper protocols. This is now the new system under the new normal in many public schools in the country. This approach allows teachers to work at home while students learn at home at their own pace.

Online Distance Learning. This type of learning features teachers as facilitators, engaging learners' active participation in the use of technologies accessed through internet. This learning allows live synchronous instruction, but requires participants to have stable and good internet connection. Materials may be downloaded from the internet, assignments submitted online and classes conducted virtually (Department of Education, 2020). Many schools have used this approach prior to pandemic. Tupas & Laguda (2020) highlighted that tools like virtual conferencing, social networking, and gaming were prevalent and increased students' engagement in ICT utilization lesson. Thus, this

approach is not new to the system. However, several arguments are associated with online learning. Dhawan (2020) enumerated accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy.

TV/Radio-Based Instruction. This type of instruction converts Self Learning Materials to video lessons for Television-Based Instruction and radio scripts for Radio-Based Instruction (Department of Education, 2020). DepEd, with partners local network and cable TV, as well as radio stations, conducted a test broadcast of sample episodes of learning materials (Tupas & Laguda, 2020).

Challenges in Education Under the New Normal

Education sector has been greatly affected by COVID-19 pandemic for schools have become vulnerable to safety and security. With such, sudden closure of schools after the declaration of pandemic was enforced to contain the spread of virus. The opening of classes for school year 2020-2021 had been delayed to give time to prepare for continuity plans and manage alternative learning modalities (De Villa & Manalo, 2020). As emphasized by Kim (2020 in De Villa & Manalo, 2020), many schools have already adopted alternative flexible learning strategies replacing traditional classrooms setups for the former are found to improve student's learning outcomes. However, the Philippine basic education system faces challenges related to delivery learning modalities. De Villa & Manalo (2020) pointed out that marginalized learners are expected to have less access to resources causing social advantage and digital divide. This result has been supported by Bhagat & Kim (2020) stressing that students with limited internet or no access to the resources to afford the technology and students with learning disabilities run the risk of being left out.

The role of teacher could not be taken for granted in the teaching and learning process in using the chosen modality. This new normal poses challenges not only on students, but also on the part of teachers. According to Phan & Dang (2017 in Alea, et. al. 2020), factors such as training, attitude, technical competence, time constraints, pedagogy, and methodology were among the major distance learning education elements.

As to time constraint, in this new normal, the challenge is for teachers to be available at all times even if they are working from home to entertain queries from students and parents (Ancheta & Ancheta, 2020). Another challenge is related to preparation of devices and tools for teaching in the new normal. De Villa & Manalo (2020) interviewed secondary public school teachers and some of them expressed their concerns of not having complete devices to facilitate teaching in distance learning. They added that fear comes along as teachers embrace technology. In addition, complexity of assessment is also mentioned by participants as a major challenge they face in preparing for distance learning. Since teachers were not trained in distance learning during their preservice years, thinking on how to implement different assessment strategies seems tough (De Villa & Manalo, 2020). Another challenge mentioned by participants was instructional delivery for participants mentioned that they have only limited knowledge and skills when it comes to ICT as rooted in the absence of relevant trainings on distance learning. ICT is found to have vital potential in increasing students' achievement and enriching teachers' skills; however, lack of training, equipment and skill limit its success (De Villa & Manalo, 2020). All these challenges were supported by the result of the study of Alea, et. al. (2020) implying that the lack of facilities, equipment, and capacity building to distance learning education hinder the teachers in offering distance learning education. Alvarez (2020), Mathew & Iloanya (2016) & Lynch (2020 in Toquero, 2021) supported such challenges as they highlighted that slow or unreliable internet, cost of connection, technophobia, insufficient 21st century technological skills, and lack of devices are some

of the hindrances to the distance learning of the students. Unquestionably, distance education posits challenges for educators.

Summary

The Department of Education has presented plans for the implementation of classes for school year 2020-2021 as stipulated in Learning Continuity Plan which emphasizes health safety of all stakeholders concerned in the conduct of classes. However, different challenges come along with the implementation of different learning modalities adopted by the school.

Research Questions

Generally, this study aimed to determine the challenges encountered by senior high school teachers in Alimodian I in conducting modular distance learning for school year 2020-2021.

Specifically, this study aimed to answer the following questions:

1. What are the different challenges encountered by teachers in the delivery of modular distance learning?
2. How do senior high school teachers cope with the challenges encountered in the delivery of modular distance learning?
3. What is the proposed training program to be undertaken based on the results of the study?

Scope and Limitation

This study aimed to determine the challenges encountered by senior high school teachers in the delivery of modular distance learning. A proposed training program to address challenges faced by the teachers would be presented based on the results of the study.

The respondents of this study were the senior high school teachers of Alimodian I from Alimodian National Comprehensive High School and from Bancal National High School for school year 2020-2021. Total enumeration was utilized in determining the challenges encountered by senior high school teachers in the delivery of modular distance learning. On the other hand, participants for interview were based on the responses of respondents who answered "Very Challenged" on the items considered as challenges.

The researcher employed 4-point likert-scale instrument revised from the study of Alea, et al, (2020) to identify the different challenges encountered by senior high school teachers in the delivery of modular distance learning modality. To elaborate further on the challenges encountered and coping mechanisms employed, open ended questions and interview guide were used in online or face-to-face interview, depending on the availability and choice of the respondents. The instrument had undergone face and content validity by experts and was subjected for pilot testing among the respondents who were not part of the study.

Descriptive analysis such as mean and standard deviation were utilized to determine the challenges encountered by senior high school teachers. Moreover, thematic analysis was used to analyze the qualitative data of the study.

Research Methodology

The researcher utilized the quantitative and qualitative research designs. For quantitative part, the researcher utilized the descriptive research design. According to Nassaji (2015), “descriptive research is used to describe a phenomenon and its characteristics and is more concerned with what rather than how or why something has happened.” For qualitative part of the study, the researcher utilized thematic analysis in analyzing the qualitative data of the study. According to Maguire and Delahunt (2017), “thematic analysis is the process of identifying patterns or themes within qualitative data. Its goal is to identify themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue.”

This study was composed of two phases. Phase 1 involved assessment and analysis of challenges encountered in the delivery of modular distance learning modality as well as the coping mechanisms employed by teachers. Phase 2 was the development of proposed teachers’ training program based on the results of the study.

Sampling

The respondents of this study were the 25 senior high school teachers with 7 males and 18 females of Alimodian I from Alimodian National Comprehensive High School and Bancal National High School for school year 2020-2021. Total enumeration was utilized to determine the challenges encountered by senior high school teachers in the delivery of modular distance learning modality. As defined by Glen (2018), “Total enumeration or total population sampling is a type of purposive sampling where the whole population of interest is studied. This is used when the target is small and set apart by an unusual and well defined characteristics.” Since the target population for this research is 29 senior high

school teachers for both Alimodian National Comprehensive High School and Bancal National High School, total enumeration was employed. Five participants for interview were selected based on the responses in the instrument. Those who answered “Very Challenged” on the items considered as “Challenges” were asked to elaborate their answers further in an interview.

Due to the quarantine status experienced in the municipality, online or face-to-face interview was done depending on the availability of respondents to elaborate further the different challenges encountered in the conduct of modular distance learning. The same technique was used to gather data on the coping mechanisms employed by teachers to overcome such challenges. According to Easwaramoorthy and Zarinpoush (2006) “an interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. It can be conducted face-to-face or over the telephone or through the internet. Interviews are used to collect in-depth information on people’s opinions, thoughts, experiences, and feelings.”

Data Collection

Prior to implementation, the researcher validated the 4-point likert scale instrument with a reliability coefficient value of .890. The first part of the instrument included respondents’ personal profile such as name and school. The second part consisted of nine (9) items that enumerate the different challenges encountered by senior high school teachers. Teachers check the challenges presented as “not challenged”; “fairly challenged”; “challenged”, and “very challenged.” Open ended questions and interview guide were used to elaborate further teachers’ encountered challenges in conducting

modular distance learning as well as coping mechanisms employed to overcome such challenges.

During the first phase of the study, the validated and pilot-tested 4-point likert-scale instrument was administered to senior high school teachers. Once the questionnaire has been answered by the respondents, the retrieved instrument was encoded and analyzed by the researcher using the descriptive statistics such as mean and standard deviation. The item with highest mean and classified as “Challenged” served as the challenges encountered by the respondents. Those respondents who answered “Very Challenged” on items with highest mean were considered for interview. Open ended questions about the challenges encountered by the teachers and coping mechanisms employed to overcome such challenges were used during online or face-to-face interview with the respondents to gather more data and validate the consistency of responses. Thematic analysis was employed to determine the common themes generated from the open-ended questionnaire and interview transcripts. As defined by Maguire and Delahunt (2017), “thematic analysis is the process of identifying patterns or themes with qualitative data.” Braun and Clarke (2006 as cited in Maguire & Delahunt (2017) presented a six-phase guide for thematic analysis: (1) become familiar with the data; (2) generate initial codes; (3) search for themes; (4) review themes; (5) define themes; and (6) write-up. The said guide was employed by the researcher in doing thematic analysis.

In the second phase of the study, the analyzed data and results served as the basis of the researcher to develop the proposed teachers’ training program that may be of help to teachers and school heads in coping with their immediate needs in the delivery of modular distance learning.

Ethical Issues

This basic research strictly adhered to the highest ethical standards of research. Moreover, proper healthcare protocols and standards prescribed by the Department of Health, Department of Education, and the Inter-Agency Task Force such as wearing of face mask, face shield, physical/social distancing, and proper hand washing were strictly observed for research procedures that involved face to face interaction.

Before the study was conducted, a letter of permission was sent to the school heads of the schools where respondents were taken and assent forms were distributed to the respondents. The researcher ensured the confidentiality and anonymity of the respondents all throughout the study. Moreover, the respondents were encouraged to participate in this study but were allowed to withdraw their participation anytime if they wish not to be part of the study anymore.

As to referencing, proper citation was employed to acknowledge the work of authors stated in this study. Furthermore, accurate reporting of research results was presented and respondents were informed about the results of the study.

Discussion of Results, Summary, Conclusions and Recommendations

This section discussed the results of the study, summary, conclusions and recommendations.

Discussion of Results

This section presented the different challenges encountered by senior high school teachers in the delivery of modular distance learning modality as well as the

coping mechanisms employed to overcome such challenges as revealed in the results of data gathered.

Challenges Encountered by Teachers in the Delivery of Modular Distance Learning

This study aimed to determine the challenges encountered by senior high school teachers in Alimodian I in conducting modular distance learning as well as the coping mechanisms employed to overcome the challenges.

Results revealed that the top two challenges considered by teachers as “Challenged” are “Challenges on time management in the conduct of classes, monitoring of responses, availability of students, and other modular classes issues” (M=3.0, SD=.90) and “Challenges on checking and evaluating students’ output” (M= 2.96, SD=.92). The mean, sd and description of the data are presented in Table 1.

From the given results, teachers were asked further through interviews about their most challenging experience in the implementation of modular distance learning. Results of interview revealed that there were two challenges emerged; (1) challenge in time constraint due to handling of classes, monitoring of students, and other modular classes issues and (2) challenge in checking learners’ outputs.

Challenges in the Conduct of Classes, Monitoring of Responses, Availability of Students and Other Modular Classes Issues

During the first year of implementation of modular distance learning, teachers revealed that time constraint is a challenge since they are “*overloaded with works such as printing of modules, complying with the requirements or reports needed by the school, monitoring students’ submitted outputs as well as replying to parents’ queries.*” This concurs with the study of Ancheta and Ancheta (2020) which revealed that time constraint is a challenge for teachers in this new normal in terms of availability at all times even if they are working from home to entertain queries from students and parents. It was also

mentioned that availability of students was considered a challenge. In the senior high school, respondents mentioned that “*some learners have part time jobs, which get in conflict with the submission of outputs.*” A respondent even shared that one student was working as a construction worker in Antique and the workplace got locked down. Border restrictions were implemented making the student not able to pass his answer sheets for two months. This was supported by the study of Castroverde and Acala (2021) mentioning that “it is hard to contact the students for monitoring their progress and answering the queries.” In some other cases, respondents monitor their learners through Group Chat via messenger, but “*students have no internet connection or poor network signals making it difficult to reach out to these learners.*” Alvarez (2020), Mathew and Iloanya (2016) and Lynch (2020 in Toquero, 2021) supported such challenges as they highlighted that slow or unreliable internet, cost of connection, technophobia, insufficient 21st century technological skills, and lack of devices are some of the hindrances to the distance learning of the students. The same result is revealed in the study of Abante, et. al. (2021) that “public school teachers are being challenged by scarce resources of the students.... Not all students have their own gadgets.” The same is true with the study of Castroverde and Acala (2021) indicating that “the common problem of teachers in monitoring students’ performance is lack of effective communication due to lack of gadget as well as unstable internet connectivity.”

Challenges on Checking and Evaluating Students’ Outputs

Checking and evaluating students’ outputs have been considered as “Very Challenged” by the respondents. One respondent shared that checking takes a lot of time especially that she handles almost 270 learners with outputs mostly written in nature. It was also revealed that most students just copied other outputs. Other outputs are submitted just for compliance by copying the answer key at the back of Self- Learning Modules. This means that only the objective part is answered. For items with varied

answers, students skip doing the output. The same challenge was encountered by the teachers in the study of Castroverde and Acala (2021) where “there are students who submitted with incomplete answers, while others did not answer any activity... Students got scores below the passing rate...” There are also outputs that have no name delaying the recording of the checked outputs, which concurs with the study of Castroverde and Acala (2021) that “there are students who forgot to write their names in the modules that is why it’s difficult to identify whose output is being checked...” Thus, in this modular distance learning, a respondent expressed his concern if learners really understood the lesson given the quality of their outputs. This observation concurs with the study of Abante, et. al. (2021) highlighting that “learners had a hard time coping up with modular instruction, thus, creating a large gap on student learning.”

Table 1

Challenges Encountered by Teachers in the Delivery of Modular Distance Learning

Challenges	SD	M	Description
1. Challenges on Knowledge and Skills required in delivering modular distance learning education classes	.63	2.70	Moderately Challenged
2. Challenges on establishing communication with stakeholders	.67	2.48	Moderately Challenged
3. Challenges on using online platforms and having internet access intended for modular distance learning education	.88	2.65	Moderately Challenged
4. Challenges on the use of phones, laptops, and tablets or any devices for modular distance learning education	.89	2.17	Fairly Challenged
5. Challenges on time management in the conduct of classes, monitoring of responses, availability of students, and other modular classes issues	.92	2.96	Challenged

6. Challenges on printing modules/ Learning Activity Sheets (LAS)	.88	2.65	Moderately Challenged
7. Challenges on managing the stress caused By community quarantine at home and in between modular classes demands	.92	2.74	Moderately Challenged
8. Challenges on catering to the needs of the learners	.67	2.78	Moderately Challenged
9. Challenges on checking and evaluating students' outputs	.90	3.00	Challenged

Note: Description is based on the following: Very Challenged (3.41- 4.00); Challenged (2.81-3.4); Moderately Challenged (2.21-2.80) Fairly Challenged (1.61- 2.20); and Not Challenged (1.00-1.60).

Coping up with the Challenges in Modular Distance Learning

With the challenges faced by teachers in the delivery of modular distance learning, all participants interviewed shared that time management is the key in coping with these challenges. Doing multi-tasking strategy such as printing of modules and communicating with learners through Group Chat at the same time had been practiced by the teachers. For learners who fail to submit their outputs, teachers allot their time in doing home visitation. Through this, teachers are able to know the background of the learners, understand their situation, and extend help if possible. For learners who do part-time jobs, teachers tend to be flexible and patient in submission of outputs. Respondents disclosed that they allow submission of outputs through messenger if the learner could not pass it on the scheduled retrieval of answer sheets due to conflict in their job.

In checking and evaluating students' outputs, teachers shared that they extend their time in checking the outputs. They even *stayed up late at night or at wee hours in the morning just to be check the outputs and be on time in grade submission*. This is also evident to the participants in the study of Castroverde and Acala (2021) that teachers "bring students' outputs at home so they can have time to check." For outputs with no name, teachers communicate to learners through Group Chats and let the learners identify

their outputs. All participants noted that having Group Chats or communicating online helps in addressing challenges posed in modular distance learning.

Proposed Training Program for Teachers

The proposed training program was developed to help address the challenges encountered by senior high school teachers in the delivery of modular distance learning. This training matrix will be presented to the School Heads for review.

Proposed Training Program among Teachers on the Challenges in the Delivery of Modular Distance Learning Modality

I. GENERAL INFORMATION	
Program Title	LAC Session for Teachers
Program Description	This is a proposed LAC session matrix of activities for secondary schools in Alimodian I on the challenges encountered in the delivery of modular distance learning
Duration	16 hours
Target Personnel	ANCHS Teachers- 87 ANCHS Department Heads/ School Head- 10 Bancal NHS Teachers- 29 Bancal NHS School Head- 1
Budget Requirements	Materials- 3,000.00 Snacks- 5,000.00
Source of Fund	MOOE and other school funds
Rationale	After conducting a Basic Research study entitled "Challenges Encountered by Senior High School Teachers in the Delivery of Modular Distance Learning Modality", it was found out that teachers are confronted with time constraint due to work load, challenge in monitoring learners' responses, and checking of outputs. To provide interventions in overcoming such challenges, the proposed LAC sessions for teachers will be conducted.
Objectives	At the end of the activity, the participants would be able to: 1. craft a checklist of teachers' activities that they have to accomplish weekly 2. identify activities in the modules/ LAS that will be graded to ease teacher's time in checking and evaluating learners' outputs
End of Program Output	1. checklist of teachers' activities to be accomplished weekly 2. list of identified graded activities in the modules/ LAS
Expected Final Outcomes/ Success Indicators	Teachers' systematic accomplishment of tasks weekly and ease of checking of outputs

II. PROGRAM CONTENT FOCUS				
Specific Objectives	Content	Suggested Activity	Duration	Expected Output
Craft a checklist of teachers' activities	Checklist of teachers' activities	Sharing of experiences Identifying teachers' activities	8 hours	100% attendance of teachers Identified teachers' activities Checklist of identified activities
Identify activities in the modules/ LAS that will be graded to ease teacher's time in checking and evaluating learners' outputs	Identification of Graded Activities in the Modules/ LAS	Discussion of MELC Identifying graded activities in the modules/ LAS	8 hours	100% attendance of teachers Identified graded activities in the modules/ LAS

III. SUPPPORT MATERIALS

Supplies/ equipment/ Materials:

Laptops, bond paper, printers, copy of module/ LAS, internet connection

IV. MONITORING AND EVALUATION SCHEME TOOLS

Monitoring and Evaluation scheme tools:

A. Evaluation of checklist of activities by the department heads

B. Evaluation of participants

Summary

This study aimed to determine the challenges encountered by senior high school teachers in Alimodian I in conducting modular distance learning for school year 2020-2021.

Specifically, this study aimed to answer the following questions:

1. What are the different challenges encountered by teachers in the delivery of modular distance learning?
2. How do senior high school teachers cope with the challenges encountered in the delivery of modular distance learning?
3. What is the proposed training program to be undertaken based on the results of the study?

Respondents of the study were 25 senior high school teachers from Alimodian I. Five participants for interview were selected based on the responses in the instrument.

Descriptive analysis such as mean and standard deviation were utilized to determine the challenges encountered by senior high school teachers. Moreover, thematic analysis was used to analyze the qualitative data of the study.

Results of the study revealed that challenges encountered by teachers are “Challenges on time management in the conduct of classes, monitoring of responses, availability of students, and other modular classes issues” and “Challenges on checking and evaluating students’ output.”

From the given results, a proposed teachers’ training program was formulated to address the challenges encountered.

Conclusions

Based on the study, teachers encountered different challenges in the implementation of modular distance learning modality. These challenges were identified

as time constraint due to different tasks such as monitoring of learners' responses, printing of modules, complying with the requirements to be submitted, and replying to parents' queries and challenge on checking of learners' outputs. Time management, patience, flexibility, and communication with learners as well as parents were some of the coping mechanisms employed by teachers in overcoming challenges encountered.

Recommendations

Based on the results of the study, teachers encounter challenges in the delivery of modular distance learning. These challenges include time management in accomplishing tasks such as monitoring learners' responses, printing of modules and as well as checking of outputs. To overcome such challenges, it is recommended that teachers formulate plans to overcome different challenges as they are the ones involved in the teaching process. Time management is important in accomplishing the different tasks assigned to teachers. Thus, a proposed training program is recommended to help teachers achieve the delivery of quality, relevant and liberating education.

Plan for Dissemination & Advocacy

This study aimed to determine the challenges encountered by senior high school teachers in the delivery of modular distance learning as well as the coping mechanisms employed to overcome such challenges. The results of this study served as the basis in formulating teachers' training program addressing the concerns and needs of teachers related to modular distance learning. The said training program would be discussed during the scheduled LAC sessions in every department. Monitoring of the implementation of the training program would be done with the help of department heads.

Furthermore, the results of this study would be disseminated during virtual conferences, webinars, and other virtual platforms to spread awareness among teachers and school heads in the Alimodian.

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