

Perceived Challenges and Performance of Teachers in the Implementation of Modular Distance Learning Modality

ANNA JUVE B. POSION

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

annajuvebposion@gmail.com

Abstract — There are number of daunting challenges that need to be addressed and overcome for distance education to be efficiently and effectively delivered. As new learning modality under the K to 12 Basic Education Curriculum, this modality challenged school officials in terms of readiness to adopt. Basic education schools in the Philippines had opened classes last October 5, 2020 with major differences-no face-to-face classes all over the country. Children had to learn at home using the modules and other supplementary learning materials guided by their learning facilitators. For the Secretary of Education Leonor Magtolis Briones had said that” education of children cannot wait,” is only one of the reasons of opening the classes for this school year (3). Thus, the researcher decided to conduct this study to determine the significant relationship between teachers' perceived challenges and performance in the implementation of modular distance learning modality. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher utilized the survey on Teacher’s COVID-19 Awareness, Distance Learning Experiences and Perceptions towards Institutional Readiness and Challenges and Monitoring and Supervision Tool for the implementation of distance learning. Simple Percentage, Weighted mean and Pearson r were the statistical tools used. The researcher found out that the extent of challenges encountered in implementing modular distance learning modality is very high and performance of teachers is very satisfactory. Likewise, it was found out that there is a significant relationship between the extent of challenges encountered in the implementation of modular distance learning modality and performance of teachers. Thus, the perceived challenges encountered greatly affect the performance of teachers in the implementation of modular distance learning modality.

Keywords — *Perceived Challenges, Performance, Teachers, Implementation, Modular Distance Learning Modality*

I. Introduction

It is common knowledge that education is the key to becoming productive citizens in our country so that most, if not all, of the parents are working hard to earn money just to sustain their children's needs. But the present education system has encountered challenges in delivering basic education caused by the COVID-19 pandemic, where holding of classes in schools is compromised due to prohibitions following the implementation of General Health and Safety Protocols such as convergence and face-to-face contact. Thus, the School Year 2020-2021 shifted to distance learning delivery.

Teachers were aware that the Philippines had declared ECQ due to COVID-19 pandemic as well as the rules and regulations during the ECQ like the social distancing measures, which were strictly observed and implemented in schools and institutions based on observational modeling to alleviate school's closure (9). In the case of China, the "One Stop Learning" was launched during the COVID-19 outbreak which aimed to develop an approach or program about the updates on COVID19, public health issues, online education announcement, teacher's preparation, academic research hub and logistic operation to pursue undisrupted learning (4).

To keep abreast of distance learning education trends, the teachers should be equipped with the knowledge and skills in distance learning education (7). The creation of audio-visual materials is viewed as very effective in increasing academic performance (8;5). Institutions can do this by providing sets of training and workshops; likewise, schools should invest more in distance learning facilities and equipment. It is continuously evolving; it is a must to be updated to cater to a changing learning environment (1). For these challenging times, teachers have to re-think of an intervention to deliver their lessons rather than face to face encounters. The school plays a vital role in this journey since they are the ones who provide training and workshops for the teachers to be equipped with the skills and knowledge in distance learning education (2). Distance learning education could build access for learners in college education. However, distance learning education might be hard to execute in the laboratory classes, yet they can boost technology utilization (6). And lastly, the schools must know how to plan, implement and evaluate a school activity or program like distance learning education to ensure its success.

Individualized instruction in modular distance learning is useful in remote areas with limited internet access such as mountains. Learners use self-learning modules in print or digital format. They may need home visits by teachers for learners' remediation or assistance. If it is workable, students could reach their teacher via email, telephone, text message or instant messaging. Hiring teaching assistants or para-teachers to help parents who cannot monitor and guide their children is being considered by DepEd in the new-normal setup. Parents working from home will now have additional work — providing technical support or guidance in their schoolwork. It is difficult adjusting meetings and other tasks in this type of learning. Both teachers and parents will need additional workshops in the conduct of distance learning. For farmers with young kids, they need teaching support, either from DepEd or their community. Private groups

and individuals, along with the two big telecommunications companies in the Philippines, are helping students acquire gadgets and affordable internet connection, but this is not crucial for modular distance learning. While these challenges are still being addressed, parents and caregivers can look forward to this new arrangement as an opportunity to be a partner in raising kids with the school in teaching them necessary life skills.

Amidst the threat of COVID-19 pandemic in the Philippines, the educators, students and the school are still coping and adjusting to the distance learning education. Teaching Kindergarten kids is certainly not like teaching kids of grade one and above. This is mainly because while in case of the former the learning is based more on play and learn method, but the later have a structured teaching plan. Kindergarten teaching more about developing social skills fine and gross motor skills and self-dependence. It unlike other grades is not about academics. This demands a lot of personal involvement by the teacher. It is not only about developing these skills it is more about making the child adapt to these skills. This is important as these are the skills that will stay for life with the child. Kindergarten schooling is one of the most vital stepping stone for the entire academic journey. Thus, the researcher decided to conduct this study to determine the significant relationship between teachers' perceived challenges and performance in the implementation of modular distance learning modality. A proposed intervention plan will be formulated based on the findings of the study. Specifically, this study sought to answer the following questions:

1. What is the extent of challenges encountered by teachers in the implementation of modular distance learning modality?
2. What is the performance of teachers in the implementation of modular distance learning modality in terms of the following indicators:
 - 2.1 content knowledge and pedagogy;
 - 2.2 learning environment and diversity of learners;
 - 2.3 curriculum and planning;
 - 2.4 assessment and reporting; and
 - 2.5 plus factor?
3. Is there a significant relationship between the extent of challenges encountered and performance of teachers in the implementation of modular distance learning modality?
4. What intervention plan can be proposed based on the findings of the study?

II. Methodology

Design. This study employed the descriptive-correlational research design. This design was the most appropriate research design for this study because it sought to determine the extent of challenges encountered and performance of teachers in the implementation of modular distance learning modality. Moreover, this design also determined the degree of linear relationship between the variables; Extent of Challenges Encountered; and Performance of Teachers in the Implementation of Modular Distance Learning Modality. Binongtoan Central School, San Vicente Elementary School, and Cavite Primary School of Alang Alang II District, Leyte Division are the main locale of the study. The 30 teachers in the said locales are the respondents of the study. The Survey on Teacher's COVID-19 Awareness, Distance Learning Experiences and Perceptions towards Institutional Readiness and Challenges and Monitoring and Supervision Tool were utilized. This research determined the extent of challenges encountered and performance of teachers and its correlation between the dependent and independent variables. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 30 teachers involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. The research instrument was administered personally to the teachers in selected schools in Alang Alang II District. A letter to orient on how to accomplish the survey was appended in the questionnaire. The teachers were given ample time to answer the survey. Retrieval, tabulation and submission for statistical treatment was done. Making of Proposed Intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and School Principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. Descriptive statistics such as simple percentage and weighted mean were applied as statistical treatment. The Pearson Product Moment Correlation was used to analyze the significant relationship between the extent of challenges encountered and performance of teachers in the implementation of modular distance learning modality. This proved and disproved the hypothesis of the study.

III. Results and Discussion

Table 1
Extent of Challenges Encountered in the Implementation
of the Modular Learning (N=30)

STATEMENTS	Weighted Mean	Description	Interpretation
1. Challenges on knowledge and skills required in delivering distance learning education classes.	4.62	Strongly Agree	Very High
2. Challenges on establishing communication with my pupils.	4.63	Strongly Agree	Very High
3. Challenges on having stable internet access intended for distance learning education.	4.72	Strongly Agree	Very High
4. Challenges on the use of phones, laptops, and tablets or any devices for distance learning education.	4.58	Strongly Agree	Very High
5. Challenges on the use of any Learning Management System (LMS).	4.21	Agree	High
6. Challenges on use of social media, e-mails, and other platforms of distance learning education.	4.83	Strongly Agree	Very High
7. Challenges on giving instruction and responding to queries through e-mail and messages.	4.78	Strongly Agree	Very High
8. Challenges on encouraging participation and utilization of features on modular distance learning modality.	4.77	Strongly Agree	Very High

9. Challenges on time management in the conduct of classes, monitoring of responses, availability of pupils, and other distance learning issues.	4.85	Strongly Agree	Very High
10. Challenges on the sudden shift from face to face to modular distance learning modality.	4.56	Strongly Agree	Very High
11. Challenges on managing the stress caused by community quarantine at home and in between online classes demands.	4.62	Strongly Agree	Very High
12. Challenges on beating the deadlines and requirements set by the school administrators.	4.57	Strongly Agree	Very High
13. Challenges on establishing a network of communication among stakeholders such as parents for support at home.	4.72	Strongly Agree	Very High
14. Challenges on checking and evaluating students' output.	4.73	Strongly Agree	Very High
15. Challenges on building a positive environment through emotional support among my pupils aside from content-based teaching and learning.	4.64	Strongly Agree	Very High
GRAND MEAN	4.66	Strongly Agree	Very High

Table 1 presents the extent of challenges encountered by teachers in the implementation of modular distance learning modality. It was revealed on the table that the extent of challenges encountered by teachers in the implementation of modular distance learning modality has a grand mean of 4.66 which is interpreted as very high. This means that teachers strongly agree that they encountered challenges in the implementation of modular distance learning modality. This implies that with the new modality, teachers had to adjust, attend series of seminars in order for them to be equipped with the knowledge and skills in the formulations of self-learning modules and on

how to implement such to the pupils since no face-to-face interaction will happen. Children and learning facilitators had to adjust also.

Among the 15 challenges encountered by the teachers, 14 of which are rated very high while there is one indicator of which the respondents rated high. The indicator with rated high has an average mean of 4.21 states that teachers are challenge on the use of any Learning Management System (LMS). This means that teachers had adequate internet connectivity where they can easily access to the system in case of reaching the web for the modules to be used in the field.

Table 2
Teacher's Performance

STATEMENTS	Weighted Mean	Description	Interpretation
F. CONTENT KNOWLEDGE AND PEDAGOGY (Applies knowledge of content within and across curriculum teaching areas and Uses modular-based instruction to enhance learner achievement in literacy and numeracy skills)	4.33	Evident	Very Satisfactory
G. LEARNING ENVIRONMENT AND DIVERSITY OF LEARNERS (Manages learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments)	4.05	Evident	Very Satisfactory
H. CURRICULUM AND PLANNING (Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts)	4.12	Evident	Very Satisfactory

<p>I. ASSESSMENT AND REPORTING</p> <p>(Designs, selects, organizes and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements)</p>	4.34	Evident	Very Satisfactory
<p>J. PLUS FACTOR (Performs various related works/activities that contribute to the teaching-learning process)</p>	4.63	Highly Evident	Outstanding
<p>GRAND MEAN</p>	<p>4.29</p>	<p>Evident</p>	<p>Very Satisfactory</p>

Table 2 presents the performance of teachers on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and plus factor in the implementation of modular distance learning modality. It was revealed on the table that the performance of teachers in the implementation of modular distance learning modality has a grand mean of 4.29 which is interpreted as very satisfactory. This means that the performance of teachers in the implementation of modular distance learning modality, is evident. This implies that teachers are versatile and resilient to any circumstances. They can easily adopt the changes especially in education. They are knowledgeable enough to think of innovative works where they can implement it to their work and to their clientele, they are engaged in. moreover, the table also shows that performing various related work or activities that contribute to the teaching-learning process is rated outstanding by the respondents. This means that teachers aside from the regular activities that they have, they extended and engage in other related activities like conducting of home visitation, creating audio and video lessons, assisting the school heads in implementing programs and projects of DepEd and many other tasks. This implies that teachers work are multitasking.

Table 3
Test of Relationship

Variables Correlated TO CHALLENGES ENCOUNTERED	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
CONTENT KNOWLEDGE AND PEDAGOGY	-0.78	4.66	3.371	Reject Ho	Significant Relationship (<i>Very Strong Negative Relationship</i>)
LEARNING ENVIRONMENT AND DIVERSITY OF LEARNERS	-0.72	4.23	3.371	Reject Ho	Significant Relationship (<i>Strong Negative Relationship</i>)
CURRICULUM AND PLANNING	-0.76	4.36	3.371	Reject Ho	Significant Relationship (<i>Very Strong Negative Relationship</i>)
ASSESSMENT AND REPORTING	-0.71	4.45	3.371	Reject Ho	Significant Relationship (<i>Strong Negative Relationship</i>)
PLUS FACTOR	-0.64	4.64	3.371	Reject Ho	Significant Relationship (<i>Strong Negative Relationship</i>)

Table 3 presents the test of relationship between the extent of challenges encountered and performance of teachers on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and plus factor in the implementation of modular distance learning modality. It was revealed on the table that the computed value or t of 4.66 is greater than the tabular value or t of 3.371, so null hypothesis is

rejected. This means that there is significant relationship between the extent of challenges encountered and performance of teachers on content knowledge and pedagogy in the implementation of modular distance learning modality. The r value of -0.78 shows very strong negative relationship between the two variables. This implies that the very high extent of challenges encountered results to a very satisfactory performance of teachers on content knowledge and pedagogy. Hence, teachers are motivated to work hard and equipped him/her with the knowledge and skills to implement effectively this new normal learning modality. Teachers are technically and pedagogically ready in the implementation of modular distance learning modality.

Moreover, this table also presents the extent of challenges encountered and performance of teachers on learning environment and diversity of learners in the implementation of modular distance learning modality. It was revealed on the table that the computed value or t of 4.23 is greater than the tabular value or t of 3.371 , so null hypothesis is rejected. This means that there is significant relationship between the extent of challenges encountered and performance of teachers on learning environment and diversity of learners in the implementation of modular distance learning modality. The r value of -0.72 shows strong negative relationship between the two variables. This implies that teachers had to think of initiated on how the pupils learning environment could help improve their performance. The modules that they are using is carefully planned and prepared so that learning could happen even without the presence of the teachers. The learning facilitators are also equipped with their roles and responsibilities in this new normal learning modality.

Furthermore, this table also presents the extent of challenges encountered and performance of teachers on curriculum and planning in the implementation of modular distance learning modality. It was revealed on the table that the computed value or t of 4.36 is greater than the tabular value or t of 3.371 , so null hypothesis is rejected. This means that there is significant relationship between the extent of challenges encountered and performance of teachers on curriculum and planning in the implementation of modular distance learning modality. The r value of -0.76 shows very strong negative relationship between the two variables. This implies that teachers carefully plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. The crafted self-learning modules and other learning resources to supplement learning among the pupils.

Additionally, this table also presents the extent of challenges encountered and performance of teachers on assessment and reporting in the implementation of modular distance learning modality. It was revealed on the table that the computed value or t of 4.45 is greater than the tabular value or t of 3.371 , so null hypothesis is rejected. This means that there is significant relationship between the extent of challenges encountered and performance of teachers on assessment and reporting in the implementation of modular distance learning modality. The r value of -0.71 shows strong negative relationship between the two variables. This implies that teachers have to craft and conduct assessment of learning for determining the progress of the pupils and to have basis on

remedial activities to be given to pupils in need of remediation. This assessment result also helps the teachers in formulating plans to improve or enhance the materials given to the pupils while learning at home.

Lastly, table 3 presents the extent of challenges encountered and performance of teachers on plus factor in the implementation of modular distance learning modality. It was revealed on the table that the computed value or t of 4.64 is greater than the tabular value or t of 3.371, so null hypothesis is rejected. This means that there is significant relationship between the extent of challenges encountered and performance of teachers on plus factor in the implementation of modular distance learning modality. The r value of -0.64 shows strong negative relationship between the two variables. This implies that despite of the multitasking of work of teachers, they still find time to conduct other related activities which enhance teaching learning process.

IV. Conclusion

Based on the findings of the study, it was concluded that there is a significant relationship between the extent of challenges encountered and performance of teachers on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and plus factor of teachers in the implementation of modular distance learning modality. Very high extent of challenges encountered by teachers in the implementation of modular distance learning modality predicts very satisfactory performance. Thus, the perceived challenges encountered greatly affect the performance of teachers in the implementation of modular distance learning modality.

V. Recommendations

1. The proposed intervention plan formulated should be utilized;
2. Teachers should be positive in dealing with the challenges encountered in the implementation of modular distance learning modality;
3. School Heads should regularly conduct psychosocial interventions to teachers, pupils and parents to effectively implement modular distance learning modality;
4. There should be a balance between the task and teacher oriented, close supervision and mentoring to the teachers to develop and maintain teaching performance and make those challenges a motivation to work effectively and efficiently;
5. School Heads should provide a healthy, motivating and pleasant teaching environment where love and harmonious relationship is observed within the organization;
6. Appropriate technical assistance should be given to teachers, pupils and learning facilitators in the implementation of modular distance learning modality;



7. School Heads and teachers should regularly conduct monitoring and feedbacking activities to pupils and learning facilitators;
8. Schools Heads should acknowledge performing and deserving teachers; and
9. Future researchers should replicate this study to include different locale, variables and factors which affects effective implementation of modular distance learning modality aside from what is mentioned in this study.

ACKNOWLEDGMENT

This study is in partial fulfillment of the requirements for the Degree Master of Arts in Education major in School Administration and Supervision. Special thanks are extended: To Dr. Jasmine B. Misa, thesis adviser; Dr. Bryant C. Acar, Dr. Annabelle A. Wenceslao, Dr. Elvin H. Wenceslao, panel of examiners; Dr. Leonides C. Lego, District Head; Mrs. Apolonia C. Pallomina, Mrs. Rowena L. Obera and Mrs. Annalyn M. Daffon, School Heads; teachers, parents and pupils of Alang-Alang II District; to her family; to her parents; relatives and friends and To God, her deepest and sincerest gratitude.

REFERENCES

- [1] Bozkurt, A., Koseoglu, S., & Singh, L. (2019). An analysis of peer-reviewed publications on openness in education in half a century: Trends and patterns in the open hemisphere. *Australasian Journal of Educational Technology*, 35(4), 78–97. doi:10.14742/ajet.4252
- [2] Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. <https://doi.org/10.1080/10888691.2018.1537791>
- [3] DO No. 07, s. 2020. School Calendar and Activities for School Year 2020-2021.
- [4] Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. H. (2020). Handbook on facilitating flexible learning during educational disruption: The Chinese experience in maintaining uninterrupted learning in COVID-19 Outbreak. Smart Learning Institute of Beijing Normal University UNESCO, 1–54. Retrieved from: <https://iite.unesco.org/news/handbook-on-facilitating-flexible-learning-during-educational-disruption/>
- [5] Lapada, A. A. (2017). Audio-visual aided instruction in science among high school students in the Philippines. *International Journal of Education and Research*, 5(7), 139–156.
- [6] Mahlangu, V. P. (2018). The Good, the Bad, and the Ugly of Distance Learning in Higher Education. *IntechOpen*. <http://dx.doi.org/10.5772/intechopen.75702>
- [7] Rhini, F. (2018). Teaching Practice in Distance Education Context. *SHS Web of Conferences*, 42, 1-7. <https://doi.org/10.1051/shsconf/20184200099>
- [8] Tang, D. K. H., & Intai, R. (2017). Effectiveness of audio-visual aids in teaching lower secondary science in a rural secondary school. *Asia Pacific Journal of Educators and Education*, 32, 91–106. <https://doi.org/10.21315/apjee2017.32.7>
- [9] Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., ... Booy, R. (2020). School closure and management practices during coronavirus outbreaks, including COVID-19: a rapid systematic review. *The Lancet Child and Adolescent Health*, 4(5), 397–404. [https://doi.org/10.1016/S2352-4642\(20\)30095-X](https://doi.org/10.1016/S2352-4642(20)30095-X)

AUTHOR'S PROFILE



MRS. ANNA JUVE B. POSION

The author is born on January 23, 1984 at Alang-Alang, Leyte Philippines. She is presently residing at Brgy. Holy Child 1, Alangalang, Leyte. She finished her elementary education at Alang-Alang I Central School, Alangalang, Leyte in the year 1997 and continue her quest for education and able to finish her secondary education at Alangalang National High School, Alangalang, Leyte in the year 2001. She enrolled and finished her Bachelor of Elementary Education major in General Education at Leyte Normal University, Tacloban City. She is currently enrolled at Western Leyte College, Inc., Ormoc City taking up Master of Arts in Education major in School Administration and Supervision.

She is currently the Teacher III in the Department of Education, Philippines. She is presently teaching Kindergarten pupils at Binongtoan Central School, Alangalang II District, Leyte Division.

She is awarded as the Most Outstanding Kindergarten Teacher in the District and a Municipal Pasidungog 2018 Awarding and awarded as the Most Outstanding Kindergarten Teacher 2018, and Most Popular Mentor 2019.

With the present learning delivery modality, she was able to attend series of seminars to enhance her knowledge and skills in managing a school under the new normal. She was able to create audio and video lessons to supplement the self-learning modules of the pupils.