

PERCEPTIONS OF SENIOR HIGH SCHOOL STUDENTS ON THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING IN LEYTE NATIONAL HIGH SCHOOL AMIDST COVID-19 PANDEMIC

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ABSTRACT

The main purpose of this paper was to find out the perception of TVL-ICT Grade 12 Macintosh Students on the implementation of Modular Distance Learning in the Leyte National High School amidst Covid-19 Pandemic, S.Y. 2021-2022.

Results showed that 2 or 6.67 percent of the respondents belong to the age bracket of 20 years old, 4 or 13.33 percent where under the age bracket of 19 years old, 6 or 20.00 percent belong to 18 years old and 18 or 60.00 belonged to 17 years old. The results also revealed that 26 or 86.67 percent were males, outnumbering their female counterparts with only 4 or 13.33 percent.

Furthermore, results showed that "Learning on your pace" depict with a 53.33 percentage. This implies that as Modular Distance Learning is being implemented, TVL-ICT Grade 12 Macintosh students enjoy learning at their own pace. Likewise, results showed that "Reduced interaction with teacher" depict with a 63.33 percentage, "Poor learning conditions at home" indicate 16.67 percentage, "Technical problems" illustrate a 10.00 percentage while the rest of the indicators on "Lack of interactions with parents" falls on 6.67 percentage. This implies that as Modular Distance Learning is being implemented, TVL-ICT Grade 12 Macintosh students pointed out that reduced interaction with the teacher is the main disadvantage of Modular Distance Learning.

Also, results showed that "Effectiveness of modular learning in terms of increasing knowledge", "Effectiveness of modular learning in terms of increasing social competence" and "Describe your activity during modular learning" indicate "Low" results while "Effectiveness of traditional face-to-face learning in terms of increasing clinical skills" and "Effectiveness of traditional face-to-face learning in terms of increasing social competencies" fall under "High". While "Rate how much did you enjoy modular learning classes during the pandemic" indicate "Moderate". An average of 2.57 signifying the effectiveness of modular learning as "MODERATE".

Students learned and engaged with the support of modules, which increased their interest in their very own learning. Students who were taught using a modular approach had significantly higher scores than students who were taught using an activity-oriented method. They learn something new and apply what they've learned through their own. Students gain a new perspective from their own achievements, allowing them to build new abilities. Learning through modular instruction allows students to take care of their own studies.

INTRODUCTION AND RATIONALE

The outburst of the new coronavirus infection known as COVID-19 has first occurred in Wuhan city of China in December 2019, and within a couple of months it has turned out to be a global health emergency. It has speedily affected thousands of people, who are sick or being killed due to the spread of this disease. The COVID-19 pandemic also resulted in a widespread disturbance such as travel restrictions, closure of schools and global economic recession.

Face to face engagement of students-learners and teachers within the school has also been suspended. The Philippines is in the process of adjusting to the new normal form of education at present, and continuous innovations of educators and active involvement of stakeholders are the motivating force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning.

Modular learning is a form of distance learning that uses Self-Learning Modules (SLM) based on the most essential learning competencies (MELCS) provided by DepEd. The modules include sections on motivation and assessment that serve as a complete guide of both teachers' and students' desired competencies.

In Leyte National High School- Division of Tacloban City, this learning modality is currently used because according to a survey conducted by the class advisers, learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year. This is also in consideration of the learners in rural areas specifically residing at the northern part of the city where internet is not accessible for online learning. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Printed Modules will be distributed to students, parents or guardians by the teachers thru the IYA-KADI Scheme as one of the innovations in relation to the Learning Continuity Plan of the Leyte National High School.

The purpose of this study is to find out the perception of TVL-ICT Grade 12 Macintosh Students on the implementation of Modular Distance Learning in the Leyte National High School amidst Covid-19 Pandemic, S.Y. 2021-2022.

LITERATURE REVIEW

Education plays an important role in shaping the lives of students. In the process, teachers are one of the essential instruments in delivering quality learning. Due to the emergence of COVID-19 in the Philippines, a lot of changes happened in the educational landscape. One of these is the mode of instruction that was implemented by the Department of Education. The current COVID-19 crisis has obliged most education systems to adopt alternatives to face-to-face teaching and learning. Many education systems moved activities online, to allow instruction to continue despite school closures (OECD, 2020). The shift of the teaching-learning delivery in schools to modular distance learning made more challenging, on the part of the school personnel, the delivery of basic quality education. That is why DepEd leaders are always finding avenues to solve the problems and capacitating its teachers and school heads to become more effective in the field of modular distance learning (Bagood, 2020). Bagood (2020) also added that identified teaching personnel together with the Education Program Supervisors prepared modules starting in May 2020 in all subjects for

all grade/year level across four quarters in accordance to the “Most Essential Learning Competencies”. These self-learning modules are already considered learning packages containing pre-test, discussion, and a series of evaluation/assessment. They are distributed to all learners with the modular learning class schedule. Indeed, this kind of instructional modality has been followed by public school teachers all over the Philippines. Teachers play a vital role in the continuous delivery of quality education amid the pandemic. According to the study conducted by Lapada et al. (2020), teachers were highly aware of the presence and consequences caused by the COVID-19 pandemic. Despite the threats of the COVID-19 pandemic, teachers continue to serve by formulating modules as the learning guide of students. The teacher thus becomes a facilitator in the development of the student, both as a member of their community and a member of their society (Martineau et al., 2020). However, Malipot (2020) stressed that teachers also air their problems on modular distance learning. Bagood (2020) highlighted that as front liners in the educational system, they have undergone various training and seminars to be more equipped in delivering better education amid the COVID-19 pandemic as it is a norm of the department to train teachers not just for professional growth but to become ready for unexpected circumstances.

Per DepEd Order Nos. 12 and 13 s. 2020, the Learning Continuity Plan contains two major parts: the rationale and the operationalization home-based learning through modular, online or a combination of modular and online (blended approach). The rationale is an easy part of the LCP as it only indicates the nature of the school which include government recognition or permit number, accreditation, and its classification whether small, medium or big school. It also includes the location of the school, summary of the number of students for the past two school years, number of administrators, teaching and non-teaching staff, and number of classrooms and other facilities. Moreover, Briones (2020), DepEd Secretary, emphasized that the basic education learning continuity plan in the time of Covid-19 is the response of the department to the challenges posed by Covid-19 in the field of education. She pointed out that education must continue whatever the challenges and difficulties faced now and in the future. Thus, the LCP is an integrated output of the Department in consultations with advisers, legislators, executive directors, teachers, parents, learners and the general public.

The role of the teacher in the new normal plays a big part on the teaching and learning process using the chosen modality. The role is expanded as compared to the normal classroom setup. In the new normal, the teachers must be available at all times even though they are working at home. Although a bit burden for the teachers, they need to be available online at all times in case of queries from the students and parents. Teachers must initiate virtual learning activities such as collaborative work to motivate students to learn. They should be more creative, motivate their students to actively participate in the virtual learning and engage the students to a deeper learning so that the desired learning outcomes are met (Tuscano, 2020).

Based on the study conducted by Ambayon (2020), modular instruction is more operative in the teaching-learning method as equated to usual teaching approaches because in this modular approach the students learn in their own stride. It is unrestricted self-learning panache in which instantaneous reinforcement, a comment is provided to practice exercise, which stimulates the students and builds curiosity in them. Hence, this kind of learning modality increases the student-centered approach in learning. However, the implementation of modular instruction fostered various challenges to teachers, students, and parents. The study of Dangle & Sumaang (2020) showed that the main challenges that emerged were lack of school funding in the production and delivery of modules, students struggle with self-

studying, and parents' lack of knowledge to academically guide their child/children. Hence, it is evident that there are struggles associated with the use of modular distance learning.

According to Dargo (2021), the academic performance of learners after the implementation of Modular Distance Learning (MDL) decreased. It only means that face-to-face which is the most important side of physical learning was more favorable and more effective in terms of children's learning. It was determined that there were more negative effects of MDL than positive ones. According to the respondents, limited interaction between the teacher and the learners was the main problem that emerged in the implementation of Modular Distance Learning. Another problem is that there are too many tasks/ activities incorporated in the modules. Hence, constant monitoring of teachers (home visitation) on the progress of learners to be able to give feedback mechanisms and guide those learners who need special attention is a must. The administration should concentrate on improving and simplifying worksheets or workbooks to be distributed to learners accompanied with video lessons that are aligned with the Most Essential Learning Competencies (MELC). They should conduct training, seminars, or workshops for teachers to be acquainted and so that their skills in the use of Modular Distance Learning (MDL) will be enhanced. Lastly, before the opening of each school year, a meeting or open forum among teachers, parents, and other stakeholders should be conducted to further explain or discuss the reality of the new normal education.

Acala (2021), stated that teachers encounter different challenges in the implementation of modular distance learning modality. These challenges were identified based on how teachers plan and prepare the modules, deliver, collect, monitor students' performance, check and evaluate students' outputs, as well as on how they provide feedback to students. Time management, innovating teaching strategies, adapting to the changes brought by the new normal trend in education, being flexible, providing alternative plans, being optimistic and patient, and equipping oneself with the necessary skills are some of the ways on how teachers cope with the challenges that they encounter in modular distance learning modality.

RESEARCH QUESTIONS

The purpose of the study was to find out the perception of TVL-ICT Grade 12 Macintosh Students on the implementation of Modular Distance Learning of Leyte National High School amidst Covid-19 Pandemic, S.Y. 2021-2022. Specifically, it sought to answer the following problems:

1. What is the profile of the TVL-ICT Grade 12 Macintosh students in terms of:
 - 1.1 age
 - 1.2 sex
2. What are the advantages and disadvantages of Modular Distance Learning?
3. How do learners perceived in terms of Modular Distance Learning?

RESEARCH METHODOLOGY

A total of 30 students were taken as respondents. The researcher used the complete enumeration technique in identifying and include all the TVL –ICT Grade 12 section Macintosh of the Leyte National High School- Senior High School, Tacloban City Division.

Before the actual gathering of the data and basic information, the researcher secured a written permission from the School Principal of the Leyte National High School to allow in the conduct of the study. With the permission from the School Principal, the researcher personally administered the survey instruments.

In data gathering, the researcher followed a step-by-step process. First, the researcher addressed a transmittal letter to the Asst. SHS Principal for Academics for recommendation to the office of the School Principal.

Once approved by the office of the School Principal, the researcher personally coordinated with the TVL-ICT Grade 12 Macintosh Students. Survey questionnaires was distributed to the respondents, explained the purpose and intention of the research. After which, the researchers collected the data and subjected them to tallying, presentation, analysis and interpretation.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

This part explains the results of analysis and interpretation of data obtained through a survey questionnaire provided to the respondents during the data gathering phase of this study. Results were organized and presented in tables based on the data from the survey questionnaire and in accordance with the objectives of the study and which were followed by its corresponding discussion.

Demographic Profile of Respondents

The following tables show the demographic profile of the respondents that were categorized into: age and sex of the students

Table 1

Age of the Students

Age	Frequency	percentage
20 years old	2	6.67
19 years old	4	13.33
18 years old	6	20.00
17 years old	18	60.00
Total	30	100.00
Average	17.67 years old	
standard deviation	0.96 years	

Age. The data show that 2 or 6.67 percent of the respondents belong to the age bracket of 20 years old, 4 or 13.33 percent where under the age bracket of 19 years old, 6 or 20.00 percent belong to 18 years old and 18 or 60.00 belonged to 17 years old. Based on the result, majority of the respondents fall under “teenage years” are also called adolescence, based on the NEDA Age Classification, which implies that this is a time for growth spurts and puberty changes (sexual maturation).

Table 2
Sex of the Students

Sex	Frequency	percentage
Male	26	86.67
Female	4	13.33
Total	30	100.00

Sex. The data revealed that 26 or 86.67 percent were males, outnumbering their female counterparts with only 4 or 13.33 percent. It could be noted that most of the respondents were males.

Table 3
Advantages of Modular Learning

Advantages	frequency	Percentage
Learning on your own pace	16	53.33
Ability to stay at home	7	23.33
Classes interactivity	4	13.33
Comfortable surrounding	3	10.00
N	30	100.00

Table 3 shows that “Learning on your pace” depict with a 53.33 percentage, “Ability to stay at home” indicate 23.33 percentage, “Class interactivity” illustrate a 13.33 percentage while the rest of the indicators on "Comforting surroundings" falls on 10.00 percentage. This implies that as Modular Distance Learning is being implemented, TVL-ICT Grade 12 Macintosh students enjoy learning at their own pace.

Table 4
Disadvantages of Modular Learning

Disadvantages	Frequency	Percentage
Reduced interaction with the teacher	19	63.33
Poor learning conditions at home	5	16.67
Technical problems	3	10.00
Lack of interactions with parents	2	6.67
Lack of self-discipline	1	3.33
N	30	100.00

Table 4. shows that “Reduced interaction with teacher” depict with a 63.33 percentage, “Poor learning conditions at home” indicate 16.67 percentage, “Technical problems” illustrate a 10.00 percentage while the rest of the indicators on "Lack of interactions with parents" falls on 6.67 percentage. This implies that as Modular Distance Learning is being implemented, TVL-ICT Grade 12 Macintosh students pointed out that reduced interaction with the teacher is the main disadvantage of Modular Distance Learning.

Table 5
Effectiveness of Modular Learning

Statement	Mean	SD	Description
Effectiveness of modular learning in terms of increasing knowledge.	2.43	0.68	low
Effectiveness of modular learning in terms of increasing social competence.	2.27	0.69	low
Effectiveness of traditional face-to-face learning in terms of increasing clinical skills.	4.13	0.73	high
Effectiveness of traditional face-to-face learning in terms of increasing social competencies.	3.93	0.78	high
Describe your activity during modular learning	2.43	1.04	low
Rate how much did you enjoy modular learning classes during the pandemic.	2.77	0.90	moderate
Overall Effectiveness	2.57	0.81	moderate

The above table shows that “Effectiveness of modular learning in terms of increasing knowledge”, “Effectiveness of modular learning in terms of increasing social competence” and “Describe your activity during modular learning” indicate “Low” results while “Effectiveness of traditional face-to-face learning in terms of increasing clinical skills” and “Effectiveness of traditional face-to-face learning in terms of increasing social competencies” fall under “High”. While “Rate how much did you enjoy modular learning classes during the pandemic” indicate “Moderate”. An average of 2.57 signifying the effectiveness of modular learning as “MODERATE”.

Students learned and engaged with the support of modules, which increased their interest in their very own learning. Students who were taught using a modular approach had significantly higher scores than students who were taught using an activity-oriented method. They learn something new and apply what they've learned through their own. Students gain a new perspective from their own achievements, allowing them to build new abilities. Learning through modular instruction allows students to take care of their own studies.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are hereby offered for considerations:

1. Since the level of prevalence on the advantages of modular learning was “Learning on your pace”, with an average of 53.33, encountered by the TVL-ICT Grade 12 Macintosh Students, the teachers should provide the learning activities readily available to be received by the parents/guardians so that students will be able to answer the activities provided by the teachers.
2. Since the level of prevalence on the dis-advantages of modular learning encountered by the TVL-ICT Grade 12 Macintosh Students depicts “Reduced interaction with teacher” with a 63.33 percentage. The Teacher-Adviser/Subject Teachers should conduct home visitations to monitor the performance of the learners. The conduct of home visitation must be strengthened and must be practiced with much enthusiasm from the class

- advisers/subject teachers. Continuous monitoring of the teachers (home visitation) on the progress of learners to be able to give feedback mechanisms and guide those students who need special attention. Other teacher interventions must be appropriately conducted and also be monitored so that efficiency of implementation will be measured.
3. While modular learning modality still the primary mode of learning in the country, DepEd may revisit the current standards of practices in teaching with modular learning and may enhance the standards to include the use of other modalities to provide support mechanisms to whatever constraints that the modality may bring to teaching and learning while at the same time maximizing the academic performance of the learners amidst the current educational challenges;
 4. Implement a system in terms of delivery and retrieval of modules to ensure that both parents/guardians and teachers are aware of what to do as well as to keep everyone safe and
 5. Teachers should be given avenue for them to demonstrate their full competencies in achieving school's objectives by sending them to trainings and seminars so that they will be more equipped in performing their roles which will also be shared to their colleagues and prepare teachers with the current trends of the new normal set in education similarly helps them to adapt to the changes of times.
 6. Replication of the study in a bigger scope is encouraged for wider dissemination of the result.

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