Perceptions of Students, Teachers, and Parents on the Extent of Implementation of Modular Distance Learning

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Article Information

History:
Received 30SEP22
Final Revision 23DEC22
Accepted 29DEC22

Keywords:
COVID-19 pandemic
Distance education
Philippines
Modular learning
Stakeholders' perceptions

Abstract: This study determined the perceptions of the key players in the educational system, who are the students, teachers, and parents, on the extent of implementation of modular distance learning in the public elementary school system. Convenience sampling selected 534 respondents within Cebu and Leyte. The data were collected using validated survey questionnaires. The results revealed that students, teachers, and parents have expressed their inhibitions toward the modular approach, as the unprecedented implementation left the majority of the population unprepared. The correlation between the students' demographic profile and the challenges they encountered showed no relationship at all. For the parents, their gender and the number of children attending school showed a very strong association with the struggles they have faced. For the teachers, their class size, length of teaching experience, and school location were very strongly associated with the challenges they have experienced. This study may serve as a basis for further modifications to this new mode of learning to cater to the needs of Filipino learners.

1. Introduction

Along with the declaration of a state of public health emergency, the COVID-19 global pandemic has forced the educational sector to drastically shift to a new mode of learning: distance learning, where classes are conducted over or with the use of internet connectivity. This made way for an unprecedented number of challenges and undesirable results for all key players in the educational system (Tarkar, 2020 & Nanshimura et al., 2021).

In an increasingly knowledge-driven global market, education is a vital engine of economic competitiveness, but nations are widely known to be divided into industrialized and developing ones. Due to

the pandemic, it only stresses the division of each country's systemic sectors, particularly the education sector, and which countries opted to undertake distance learning as an alternative to traditional schooling (Vardra, 2017 & Singh et al., 2021).

In industrialized countries, the most prevalent method of instruction is digital education, which is utilized by 42% of countries for pre-primary education, 74% of countries for basic school, and 77% of countries for upper secondary education, according to UNICEF (2020). Unfortunately, in many low- and middle-income nations, particularly among impoverished households, access to these technologies is limited to no access at all, which brought forth other distance learning methods like broadcast curricula, such as television- and radio-based, and modular or remote learning (Bozkurt et al., 2020). On a global scale, based on the study of Palau et al. (2021), emphasized factors affect distance education's implementation and center on prevalent issues like the digital divide, inequality in education, emerging roles, a deep sense of urgency about increasing workloads, and the responsibilities of teachers, parents, and students.

In the Philippine setting, distance learning includes three main types: online classes, self-learning modules, and TV- or radio-based instruction. The Department of Education (DepEd) distributed the Learner Enrollment and Survey Forms (LESFs) to Filipino parents and guardians during the 45-day enrollment period. Results showed that modular distance learning is the most preferred modality, with 8.8 million votes from parents (DepEd, 2020).

Modular distance learning is a matter of learning quality and effectiveness. Some studies revealed the barriers encountered in education during the pandemic. Dangle and Sumaoang (2020) reported that one of the major issues in the implementation of modular learning in Philippine secondary public schools is the large number of activities in each module. Students are concerned that they do not have enough time to complete all the modules in a week (Sespene et al., 2021). Issues with poor to no internet access, a lack of technological resources, a lack of emotional support, and financial constraints were also emphasized as causing learning disruptions (Alvarez, 2020). Murphy et al. (2020) further confirms that "negative emotions like uncertainty, anxiety, and nervousness" are openly expressed by students, leaving marks that they are in dire need of constant communication in this process of transitioning.

On the other hand, teachers also face difficulties in adjusting to new and increased responsibilities. Alea et al. (2020) assert that even though the teachers have made the necessary preparations to equip themselves in this new mode of learning, the lack of government funding to supply necessary equipment is what the teachers felt hindered them from effectively implementing this type of instruction.

Without a teacher, learning would be challenging; as a result, parents play a critical role in assisting their children while they complete their distance learning courses (Bhamani et al., 2021). However, some parents find it challenging to instruct their kids because of the costs incurred during lockdown and quarantine. Most parents are currently employed and will be unable to sit with their children to complete the modules. Li et al. (2020) assert that parents with substantial financial means can give their kids better resources and have a

favorable impact on their drive to learn. Parents with higher educational levels are also better able to tutor and help their kids than parents with lower educational levels (Chen et al., 2018).

2. Objectives

This study aimed to determine the perceptions of the key players in the educational system, who are the students, teachers, and parents, on the extent of implementation of modular distance learning in the public elementary school system.

It specifically aims to:

1. identify the characteristics of students, teachers, and parents in modular distance learning;
2. describe the perceived preparatory measures executed for the implementation of modular distance learning;
3. document the perceived challenges encountered in modular distance learning, and
4. profile the factors that contribute to the perceived challenges in the implementation of modular distance learning.

3. Methodology

3.1 Research Design

This study employed a quantitative approach in coming up with specific findings to answer the research problem. A descriptive-correlational design was utilized since it systematically determined the preparations made and challenges faced by the respondents in modular distance learning and, at the same time, identified the relationships between the respondents' demographic profile and their challenges.

3.2 Research Sample

Convenience sampling selected 534 participants in this research. They are all local residents in Cebu and Leyte and are part of the public education sector, specifically, 117 students, 316 teachers, and 104 parents. The inclusion criteria are as follows: (1) Grade 1–6 students in public elementary schools; (2) a parent or guardian whose child is studying in a public elementary school; and (3) teachers handling any subjects or grade levels in public elementary schools, all within Cebu and Leyte Island.

3.3 Data Collection Tool

Survey questionnaires were patterned after the specific problems of the study that vary according to the three groups of respondents: students, teachers, and parents. It was tailored in a checklist format and a four-point Likert scale format with indicators: strongly disagree, disagree, agree, and strongly agree.

In order to ensure the reliability and validity of the instrument, the survey questionnaires and responses of the participants from the pilot testing conducted were coded in Microsoft Excel and evaluated through SPSS statistics software. The survey tool for the students, parents, and teachers got 0.732, 0.836, and 0.906 Cronbach's alpha, respectively, in the initial reliability test.

3.4 Data Gathering Procedure

An ethics clearance was secured from the university's Research Ethics Committee. A letter of permission was sent to the dean's office and to the identified public elementary schools' principal. Participants' survey questionnaires included an informed consent form.Since this involved minors or elementary students, the

researchers secured a child information and assent form.

A pilot test with 30 respondents was conducted, and reliability was calculated using Cronbach's alpha of.75. The actual survey and data collection were conducted using Google Forms from the beginning of November 2020 to the middle of December 2020.

3.5 Data Analyses

Descriptive and inferential statistics analyzed the quantitative data from the survey. Simple statistical tools such as frequency, percentage, weighted mean, and standard deviation were utilized for the descriptive analysis of the first three research problems: demographic profile, preparations, and challenges. The chi-square test and Cramer's V were then used to identify the relationship and strength of association between the respondents' demographic profile and the challenges they have encountered.

4. Results and Discussion

4.1 Demographic Profile

Table 1 shows the respondents' demographic profile, which was used to identify whether there is a factor that may or may not have a relationship with the challenges they have encountered in the implementation of modular learning. From Table 1, it can be seen that most of the student respondents are not academic achievers. The chart demonstrated how well-off the parent participants were, based on their socioeconomic position of having just enough and being able to purchase non-essential products in this time of pandemic. It also revealed that the majority of teacher participants were female and that the majority of them had been teaching for six to ten years. The number of female teachers was already expected to be greater than male teachers, as according to DepEd, female educators represent approximately 86 percent of the total number of teachers in the Philippines (Esplada, 2010 as cited in Alea, 2020).

4.2 Preparations in the Implementation of Modular Distance Learning

It can be gleaned from Tables 2 to 4 that the students, teachers, and parents have made different preparations prior to the implementation of modular learning. Students were provided with the necessary instructions on how to access the modules and an understanding of who and where to ask for help in answering the modules, which, according to Shultz et al. (2021), is as dire as providing opportunities for students to apply. Parents, despite being informed on how this new mode of learning works and making the basic preparations, were not fully convinced that they were mentally, emotionally, and financially ready for this type of education. This is time best spent creating opportunities for connection and learning social and emotional lessons that were not yet achieved by the parents (Love, 2019).

Moreover, they have enrolled their child because they do not want to lose a school year or have their child left behind. This implies that they are skeptical about its effectiveness due to the unfamiliarity of transitioning into a whole new routine of being a substitute teacher for their child at home, as supported by Alston (2022). For the teachers, from writing the modules to printing, distributing, and retrieving them, they find this additional workload more demanding in this new setup.

Table 1. Demographic Characteristics

Students' Demographic Profile	Category	Frequency	Percentage (%)
Gender	Male	59	50.4%
	Female	58	49.6%
Grade Level	Grade 1	4	3.5%
	Grade 2	4	3.4%
	Grade 3	21	17.9%
	Grade 4	26	22.2%
	Grade 5	12	10.3%
	Grade 6	50	42.7%
Class Standing	With Highest Honors	2	1.7%
	With High Honors	8	6.8%
	With Honors	38	32.5%
	Honorable Mention	5	4.3%
	None	64	54.7%
Parents' Demographic Profile	**Category**	**Frequency**	**Percentage (%)**
Gender	Male	20	19.2%
	Female	84	80.8%
Educational Attainment	Didn't finish elementary	23	22.1%
	Elementary graduate	13	12.5%
	High school graduate	36	34.6%
	Completed a technical vocational program	6	5.8%
	College Graduate	21	20.2%
	Post Graduate Degrees	5	4.8%
Socioeconomic Status	Very poor	15	14.4%
	Poor	39	37.5%
	Just enough and can buy some non-essentials.	46	44.2%
	Well-off	3	2.9%
	Not sure	1	1.0%
Home-school Distance	Very near, can be reached by foot	38	36.5%
	Near, but would take a while to reach if you walk by foot.	44	42.3%
	Far, needs to ride a motorcycle but on the same barangay	15	14.4%
	Far, needs to cross a body of water.	5	4.8%
	Very far, would take half an hour by motorcycle to reach	2	1.9%
Number of children attending School	Only 1	20	19.2%
	2-3 children	30	28.8%
	4-5 children	39	37.5%
	6-7 children	9	8.7%
	8 or more children	6	5.8%
Teachers' Demographic Profile	**Category**	**Frequency**	**Percentage (%)**
Gender	Male	12	3.8%
	Female	304	96.2%
Class Size	10 – 15	8	2.5%
	16 – 20	28	8.9%
	21 – 25	32	10.1%
	26 – 30	57	18.0%
	31 – 35	39	12.3%
	36 – 40	63	19.9%
	41 – 45	49	15.5%
	46 – 50	24	7.6%
	51 – 55	8	2.5%
	56 – 60	8	2.5%
Years of Teaching Experience	1 – 5 years	88	27.8%
	6 – 10 years	72	22.8%
	11 – 15 years	63	19.9%
	16 – 20 years	43	13.6%
	21 – 25 years	23	7.3%
	26 – 30 years	14	4.4%
	31 – 35 years	13	4.1%
Type of school location	Urban	81	25.6%
	Rural	143	45.3%
	Mountain Barangay	73	23.1
	City Proper	19	6.0%

Table 2. Students' Preparations Executed in the Implementation of Modular Distance Learning

Students' Preparations	Responses	Frequency	Percentage (%)
Provision of clear instructions by the school on how to access the instructional materials	Yes	90	77.6%
	No	18	15.5%
	Somewhat	8	6.9%
Things the students prepared for modular distance learning	Notebooks	49	16.7%
	Paper	87	29.6%
	Pencil	80	27.2%
	Gadgets	21	7.1%
	Internet Connection	21	7.1%
	Snacks	19	6.5%
	Others	17	5.8%
Signal for internet connection in the house	Yes, we have an excellent internet connection	20	17.2%
	Yes, we have but it is slow	33	28.4%
	Yes, but the internet connection is intermittent	13	11.2%
	Yes, but the signal is bad	1	9%
	No, we don't have one	49	42.2%
Person or place to ask for help on modules if there is/are any.	Member of the family	95	81.9%
	Tutor	6	5.2%
	Neighbor	8	6.9%
	Gadget	7	6%

Table 3. Parents' Preparations Executed in the Implementation of Modular Distance Learning

Parents' Preparations	Responses	Frequency	Percentage (%)
School organizing a GPTA meeting to inform the parents about the necessary information in this new mode of learning	Yes	97	93.3%
	No	7	6.7%
Level of understanding on the meeting held by the school	Yes, I was able to understand everything	30	28.8%
	Yes, but there are things that I am still confused	52	50%
	No, it was useless I didn't understand anything	10	9.6%
	Not quite sure about it	15	11%
Level of likeness on modular distance learning	Yes	23	22.1%
	No	71	68.3%
	Not quite sure of what to feel	9	8.7%
	I don't care	1	1%
Mental, emotional and financial readiness as a parent on this new mode of learning	Yes, I am very well prepared	27	26%
	Yes, but not really	40	38.5%
	No, definitely I am not	32	30.8%
	I don't know	5	4.8%
Knowledge on child's perception towards modular distance learning	Yes, I know how they truly feel about it	38	36.5%
	Yes, but I am not sure of what they truly feel	41	39.4%
	No, I did not ask them but I know how they feel about it	21	20.2%
	No, I did not ask them and I do not know how they feel about it	4	3.8%
Reason for enrolling the child/children for this school year	because I don't want my child to be left behind	43	41.3%
	because we don't want to waste a school year	43	41.3%
	because modular distance learning is a good platform of learning	18	17.3%
	because I want my child to continue learning	0	0%
	because I was influence by someone	0	0%
Preparations done for this new mode of learning	I attended the meeting held by the school	77	37%
	I searched on the internet on the things I should know and prepare of about modular learning	17	8.2%
	I bought all the necessary things my child needs for this new mode of learning	31	14.9%
	I watched the news to get more information about this new mode of learning	23	11.1%
	I briefed my child on this new mode of learning and the things she should do	25	12%
	I asked someone to guide my child on his/her modules	12	5.8%
	I hired tutors	5	2.4%
	I made her a space for studying	6	2.9%
	I made my child a schedule of when she should do her modules	12	5.8%

Table 4. Teachers' Preparations Executed in the Implementation of Modular Distance Learning

Teachers' Preparations	Results	Frequency	Percentage (%)
Number of seminars attended	Once	19	6.0%
	Twice	35	11.1%
	Thrice	41	13.0%
	Four and up	221	69.9%
Module writer	Yes	151	47.8%
	No	165	52.2%
Level of difficulty or ease in writing modules	Very Difficult	10	3.2%
	Somewhat Difficult	117	37.0%
	Somewhat Easy	34	10.8%
	Very Easy	1	0.3%
Time in making the modules	Enough	107	33.9%
	Not enough	50	15.8%
Level of difficulty or ease in printing modules	Very Difficult	17	5.4%
	Somewhat Difficult	171	54.1%
	Somewhat Easy	102	32.3%
	Very Easy	22	7.0%
Budget allotted by the school for the printing	Yes	286	90.5%
	No	30	9.5%
Enough/not enough budget allotted by the school	Very much enough	60	19.0%
	Somewhat Enough	96	30.4%
	Not Really Enough	132	41.8%
	Not at all Enough	5	1.6%
Used their own resources/materials in printing modules	Yes	111	35.1%
	No	181	57.3%
Has the school provided materials for the printing of modules	Yes	301	95.3%
	No	15	4.7%
Materials provided by the school	Printer	114	24.6%
	Ink	100	21.6%
	Bond papers	221	47.6%
	Laptop	19	4.1%
	Others	10	2.2%
Enough/not enough materials provided by the school	Very much enough	46	14.6%
	Somewhat Enough	139	44.0%
	Not Really Enough	118	37.3%
	Not at all Enough	9	2.8%
Received support from the LGU	Yes	255	80.7%
	No	61	19.3%
Kind of support received from the LGU	Financial support	89	28.2%
	Material support	207	65.5%
Number of meetings conducted to the parents prior to the implementation of distance learning	Once	98	31.0%
	Twice	138	43.7%
	Thrice	46	14.6%
	Four Times	26	8.2%
	Five Times and Up	8	2.5%
Time of module distribution	Once a week	151	47.8%
	Twice a week	46	14.6%
	Every other week	107	33.9%
	Others	12	3.8%
Mode of distribution of the modules	Distributed personally by the teacher	118	37.3%
	Parent/Guardian gets the modules at school	167	52.8%
	Teacher sends soft copies via email or messenger	1	0.3%
	Others	30	9.5%
Degree of preparation in modular distance learning in general	Not prepared	5	1.6%
	Somewhat unprepared	78	24.7%
	Prepared	220	69.6%
	Very prepared	13	4.1%

4.3 Challenges Encountered in Modular Distance Learning

Tables 5 to 7 reveal the challenges that the participants have faced during the implementation of modular learning, as shown by the mean and standard deviation (SD). The mean range and interpretation are as follow: Strongly Agree (3.26-4.00); Agree (2.51-3.25); Disagree (1.76-2.50), and Strongly Disagree (1.00-1.75).

Results from the tables show that instructors, parents, and kids are all dealing with various difficulties. They all struggled to adjust to this distance learning after attending traditional classes. The absence of a teacher has a significant negative impact on the students' development. These students will rather follow a teacher's instructions when learning.

Albert Bandura, in his theory of social learning, firmly believes that instructors have a significant role in shaping the development of the children because they are at a critical developmental stage (Kurt, 2020). Parents are also as troubled by this new responsibility that has been given to them. They find the activities to be too complex and find it difficult to assist their kids. elementary learners, it is still not the most ideal approach for them.

Table 5. Students' Challenges Encountered in Modular Distance Learning

Students' Perceived Challenges	Mean	SD	Verbal Interpretation
I find it difficult to adjust or adopt to this new mode of learning.	3.02	.765	Strongly Agree
I can't fully understand my modules because there is no teacher teaching me.	2.96	.894	Agree
I am having problems in answering my modules especially on subjects that are hard for me.	3.00	.799	Agree
I find it hard to understand if I'm just reading my modules.	2.90	.865	Agree
My module is clean and organized.	2.93	.763	Agree
The teachings in module helped me learn the subject.	2.76	.773	Agree
I would really prefer learning through a teacher teaching.	3.26	.803	Strongly Agree
The activities in the module are hard.	2.97	.765	Agree
I am able to ask questions to my teacher via phone call.	2.35	.834	Agree
Overall, I am satisfied with the quality of the module.	2.67	.871	Agree

Table 6. Parents' Challenges Encountered in Modular Distance Learning

Parents' Perceived Challenges	Mean	SD	Verbal Interpretation
I find it difficult to adjust or adopt to this new mode of learning.	3.05	.896	Strongly Agree
I am having problems in communicating and monitoring my child.	2.91	.777	Agree
I am having difficulty in helping my child with his/her modules because I could not understand them either.	2.96	.749	Agree
I am concerned about the risk of being exposed to COVID when interacting with teachers who distribute the modules.	2.99	.794	Agree
I get irritated when my child asks me about her modules when I am doing something.	2.25	.797	Agree
My child doesn't have clear communications with her teachers since the school year begun.	2.88	.821	Agree
It is such a hassle on my part/work to get my child's modules from the school.	2.62	.862	Agree
It is such a hassle on my part/work to teach my child with her modules.	2.67	.886	Agree
It's hard to contact the teachers of my child when we need them for clarifications.	2.54	.736	Agree
The tasks in the modules are too challenging for my child.	2.96	.753	Agree
The modules are altering with the responsibility of my child in our house.	2.26	.812	Agree
This mode of learning made me concerned about my child's social and emotional well-being.	2.55	.923	Agree

Table 7. Teachers Challenges Encountered in Modular Distance Learning

Teachers' Perceived Challenges	Mean	SD	Verbal Interpretation
I find it difficult to adjust or adopt to this new mode of learning.	2.59	.582	Agree
I find it difficult to assess the pupils' performance and learning progress using only the activities they answered in the module.	3.11	.546	Strongly Agree
I am having problems in communicating, monitoring, and responding to the queries of my students.	2.86	.589	Agree
I am having a hard time in the distribution of modules	2.41	.653	Agree
I am having a hard time keeping up with the demands and requirements of the school administration or DepEd to us teachers.	2.62	.643	Agree
There is NO enough time in printing the modules.	2.60	.729	Agree
I am concerned about the risk of being exposed to COVID when interacting with parents or pupils	3.31	.568	Strongly Agree
The pupils may find it difficult to understand certain lessons especially in Math and Science.	3.42	.525	Strongly Agree
Not all parents are capable of teaching their child.	3.59	.506	Strongly Agree
There is NO sufficient learning progress because some parents or guardians answer the modules by themselves only	3.35	.580	Strongly Agree
Providing effective and quality education is difficult in this modular approach.	3.25	.550	Strongly Agree
The pupils may NOT be learning as much in this modular learning compared to the traditional classes	3.30	.582	Strongly Agree
Modular learning is NOT an ideal approach for elementary pupils.	3.13	.608	Strongly Agree

4.4 Correlational Analyses

A non-parametric chi-square test, enables the analysis of independent variables of a dichotomous nature. Since Chi-square is a significant statistic, the relative strength of the link is evaluated using Cramer's V test, which can be applied to ordinal-nominal crosstabs or nominal-ordinal crosstabs with no restrictions on the number of categories (McHugh, 2013). If the data does not meet the criteria that at least 20% of the cells have anticipated frequencies of less than 5, an alternative to the Chi-Square test is the probability ratio.

Table 8 shows the students' demographic characteristics and the challenges they have encountered in this modular learning and reveals no significant correlation at all. This entails that their gender, grade level, and class standing have nothing to do with the challenges they have encountered in answering their modules. This implication has similar findings to Bacomo et al. (2022) and Alea et al. (2020), results are in consonance with the findings of the study that the identified variables have nothing to do with the enthusiasm of students to answer modules.

Table 9 shows that only the parents' gender (p =.077, LR = 0.42), and the number of children enrolled in school (p = 0.37, LR = 0.50), are significantly and strongly correlated with the difficulties they have experienced with modular distance learning in terms of the relationship between their demographic profile and those difficulties. Since male parents contribute financially to their children's education rather than spending time helping them with their schoolwork, men are frequently less involved since they place other priorities before teaching their children (Mustacisa, 2016; Hatch & Posel, 2018; Cowan et al., 2019; Bansak & Starr, 2021).

Table 8. Correlation between the Students' Demographic Profile and the Challenges Encountered in Modular Distance Learning

Students' Demographic Profile	Chi-Square	Students' Challenges	Interpretation	Cramer's V	Interpretation
Gender	p value	.974	No relationship	0	No association
	Likelihood Ratio	.972			
Grade Level	p value	.002	No relationship	0	No association
	Likelihood Ratio	.970			
Class Standing	p value	.276	No relationship	0	No association
	Likelihood Ratio	1.000			

Table 9. Correlation between the Parents' Demographic Profile and the Challenges Encountered in Modular Distance Learning

Parents' Demographic Profile	Chi-Square	Parents' Challenges	Interpretation	Cramer's V	Interpretation
Gender	p value	.077	Significant relationship	.642	Very strong association
	Likelihood Ratio	.042		.642	
Educational Background	p value	.031	No relationship	0	No association
	Likelihood Ratio	.696			
Socioeconomic Status	p value	.000	No relationship	0	No association
	Likelihood Ratio	.750			
Home-school Distance	p value	.000	No relationship	0	No association
	Likelihood Ratio	.453			
No. of children attending school	p value	.037	Significant relationship	1.256	Very strong association
	Likelihood Ratio	.050		.562	

Table 9. Correlation between the Teachers' Demographic Profile and the Challenges Encountered in Modular Distance Learning

Teachers' Demographic Profile	Chi-Square	Teachers' Challenges	Interpretation	Cramer's V	Interpretation
Gender	p value	.042	No relationship	0	No association
	Likelihood Ratio	.183			
Class Size	p value	.000	Significant relationship	.966	Very strong association
	Likelihood Ratio	.000		.322	
School Location	p value	.000	Significant relationship	.660	Very strong association
	Likelihood Ratio	.005		.330	
Teaching Experience	p value	.115	Significant relationship	.678	Very strong association
	Likelihood Ratio	.054		.277	

Table 10 shows the demographic profile of the teachers as well as the challenges encountered in modular distance learning. It is discovered that the teachers' class size (p =.000, LR =.000), school location (p =.000, LR =.005), and length of teaching experience (p =.115, LR = 0.54) have a significant relationship and are found to be very strongly associated with the challenges they have encountered.

In line with the claims of Alea (2020), in which the teachers' years of teaching experience and the geographical location of the school are correlated with their readiness to adapt to this new mode of learning, this study has also arrived at a similar conclusion. The length of teaching experience and the location of the school are very strongly related to the challenges encountered by the teachers. These results only prove that the years of teaching experience affect the teachers' flexibility when exposed to certain challenges. Teachers with more teaching experience are expected to be more resourceful than new teachers (Kini & Podulsky, 2016 as cited in Alea, 2020).

In terms of geographical location, teachers who are assigned to areas that are closer to national highways and ports or those who are in urbanized locations tend to have quicker access to internet connections and supplies, while those who are on the rural side, especially those who are assigned in mountainous areas, tend to encounter more difficulties in accessing the internet and the supplies required for producing the modules (Alea, 2020).

Class size also plays an integral part in the performance of the students and the teachers. Teachers, like parents, perform better with fewer students because they are more likely to give their full attention to all of their students. Also, with a smaller number of learners that require attention, the teacher is more likely to be able to attend to the needs of these individuals. This is why smaller class sizes produce students who are better behaved and are far more academically efficient than those who come from larger classes (The Alberta Teacher's Association, 2020).

5. Conclusion and Recommendation

This study was able to confirm the challenges that these people have experienced during the implementation of modular learning. Students tend to have a hard time understanding their lessons without their teachers. Regardless of the students' gender, class standing, and grade level, all of them are struggling with these self-learning modules, which are not yet ideal for them given their young age. Similarly, parents also face difficulties in monitoring and guiding their child(ren) as they themselves find the activities challenging. Parents who have a smaller number of children attending school experience fewer challenges than those who have more children. Mothers also have it a lot easier than their male counterparts when it comes to helping their child or children.

Teachers, on the other hand, were also found to be having a hard time adjusting as well as keeping up with the demands and requirements they needed to finish in a specific amount of time. They believe that this type of learning is not ideal for young learners. All these challenges were found to have a very strong association with the class size, length of teaching experience, and school location. The geographical location of the school also contributes to the challenges these educators are experiencing, given that those who are

assigned to remote areas have more difficulty accessing internet connections and module supplies.

Due to all of these factors, teachers should provide engaging activities that are tailored to the students' learning capacities while also considering the students' living arrangements. They ought to be practical and doable for the kids to respond to on their own. To meet the demands of the pupils, they should be properly prepared and thoroughly investigated. They should also keep in mind that it is more important to focus on the effectiveness and quality of their activities than the quantity of them.

The limits of this study are essential to its completion. Future research should consider a larger sample size and participants from other locations. Future researchers can consider using more sophisticated statistics given the time constraints of this study to reinforce the study's objectives. If given more time and resources, the pupils' behavioral patterns would be another subject deserving of further study. The ongoing quarantine and pandemic, which reduced the number of people the researchers could reach and raised the likelihood of extremes, prejudice, and groupings, limit the generalizability of the study's findings. Despite its limitations, this study's findings were able to surpass the usual need for participants in a quantitative study.

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