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**SWOT ANALYSIS OF PRINTED MODULAR DISTANCE LEARNING:  
ACCELERATION TO GRADUATION**

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**ABSTRACT**

This study was conducted to do a SWOT analysis of the implementation of printed modular distance learning relative to teaching and learning process, resource management and stakeholders' participation. Parents, teachers and administrative staff from secondary schools from West district were the respondents. This study covered SY 2021-2022.

This study is qualitative research which used interview as the main tool in getting information and was used in the analysis of the strength, weaknesses, opportunities, and threats of the printed modular distance learning.

Based on the results of the interview, the respondents believed that printed modular distance learning was good since it did not hamper the education of the learners' despite of the pandemic. It allows independent learning and take full responsibility of their learning. Moreso, teaching-learning process is also flexible where learners can freely choose the learning tasks to accomplish as long as all the tasks given by the teachers can be submitted on time.

Printed modular distance learning also, as mentioned by one of the teachers, is effective compared to the traditional teaching techniques because learners know their own pace. It also helped teachers and learners to be safe during the time of pandemic since they

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have less time staying outside. Parents also became the para teachers at home. Bond between them was strengthened.

Opportunities also in the printed modular distance learning also exist. Teachers were able to do multi tasks while waiting for the outputs of the learners. It also ensures educational continuity, as cited by one of the parents. Also, Para teachers, grandparents, cousins and other members of the family were given an opportunity to engage in the teaching-learning process. Self-learning ability was also developed among learners.

Despite of the strengths and opportunities that printed modular distance learning had to offer, still there are lacking in its implementation. One of it, as pointed out by the parents is the mastery of the subject matter due to limited time. Parents also mentioned that it is better if teachers explain the lessons to the learners for mastery.

There was also shortage of modules, thus best scheme like rotation was done by the teachers. Teachers also mentioned that the validity of the learners' outputs cannot be ensured since learners answered the modules remotely.

Based on the results of the interview, printed modular distance learning has its own strengths, weaknesses, opportunities and threats. It is up to the school to make an action plan on how to address the SWOT analysis.

**Keywords:** Strengths, weaknesses, opportunities, threats, modular, printed

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## INTRODUCTION

Pinagtongulan Integrated National High School, just like all the other schools in the division has experienced the challenges brought by the COVID-19 pandemic. The abrupt transition from face-to-face learning modality to printed modular distance learning moved everyone to a different view. The school, shifting from the usual process dealt with new challenges, and issues and concerns. There were educational decisions which were attended to such as determining the instructional program and intervention which would best suit the learners.

There were even challenges that came along that the school has devised plans at the spur of the moment for this has never been part of the original plan. Teachers worked double time in the preparation of worksheets, activity sheets, summative tests, daily lessons, and regular Google meetings, trainings, and conferences. These things were done to augment the necessary learning materials available for learners.

In order to implement the programs, projects and activities appropriately, the school has conducted different surveys this SY 2021-2022 like the preferred modality. The survey involved 68 or 2.18% teachers, 1448 or 46.5% parents and 1598 or 51.32% learners with a total population of 3114. Based on the results, 42.26% or 1316 respondents preferred the printed modular learning delivery modality for this school year. The other 20.61% or 642 respondents chose digitized modular learning delivery modality. Then 21.97% or 684 respondents selected online distance learning while the rest 15.16% or 472 respondents picked blended distance learning.

With the highest percentage among the results, printed modular distance learning modality was chosen by the school, and it was not easy. Assisting and providing the needs of

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1,991 learners had been unstoppable, that strong school and stakeholders collaboration became indispensable. The most significant challenge of having learners who are not independent learners without anyone who will assist at home appeared to be crucial. There are also parents, although willing to cooperate, prefer to work than to guide their learners at home. Some facilities and environments are not conducive for learning coupled with students who became breadwinners due to pandemic.

In the implementation of printed modular distance learning modality, printing of instructional materials for learners has been one of the topmost priorities of the school, thus, large amount also of MOOE was needed. Teachers also were required to report to school for this matter since these are considered essential tasks. These are some of the many things that drive the personnel at Pinagtongulan to stretch more of its resources to continuously live its mantra of gearing up towards quality education despite pandemic.

Considering the scenario, the researcher being a school head felt the need to conduct a SWOT Analysis of the printed modular distance learning modality to enhance those which are considered its strength and opportunity and do appropriate actions to its weaknesses and threats to continue serve better the stakeholders of the school.

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## MATERIALS AND METHODS

a. Sampling

The sample was selected applying random sampling.

b. Data Collection

The researcher prepared a letter of request to be addressed to the Schools Division Superintendent for permission to conduct the study. With permission granted, the researcher communicated with the school heads of secondary West District and ask permission to conduct an interview to teachers, administrative staff and parents.

Qualitative technique was utilized in this study. Parents, administrative staff and teachers were interviewed to gather the necessary data for the study. They helped determine the strengths, weaknesses, opportunities and threats of printed modular distance learning in terms of teaching-learning process, resource management and stakeholders' participation.

c. Ethical Issues

The researcher followed the research ethics protocol. Before conducting the interviews, she asked consent from the participants. Only when the permission was granted the interview started. The researcher also requested that the dialogue be audio-taped to improve data collecting accuracy. The participants also were informed that their privacy and identities would be respected. The interview questions are semi-structured. Participants were also required to complete a written form detailing their demographic information.

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d. Plan for Data Analysis

The study entitled SWOT Analysis of Printed Modular Distance Learning, is a qualitative type of research. It requires a detailed, thorough and systematic process of gathering and analyzing. The following were the research questions that were analyzed:

1. What are the strengths, weaknesses, opportunities and threats in the implementation of printed modular distance learning in terms of:
  - 1.1 teaching and learning;
  - 1.2 resource management; and
  - 1.3 Stakeholders' participation?

By assessing the strengths, weaknesses, opportunities and threats in the implementation of printed modular distance learning in terms of teaching and learning, resource management, and stakeholders participation, the school as well as the stakeholders have prepared SWOT plan of actions. Having a clear and realistic view of the situations helped identify ways and means to better satisfy the clients, achieve the objectives of the school and strengthen the weaker areas that have impact in the implementation of distance learning.

2. What plan of actions can be done in order to address the SWOT analysis?

The SWOT action Plan has identified where the strengths, weaknesses, opportunities and threats can be leveraged and employed across each other. At these crossing points, strengths of the modular distance learning can be used to win opportunities and reduce threats. Moreover, opportunities of the modular distance learning will used to build new strengths and support weaknesses.

- Interview

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The results of the interview were used to gather the data needed. This helped the researcher explain, better understand, and explore research subjects' opinions, behavior and experiences. Open ended questions were used so that in-depth knowledge and information will be collected. Each result was analyzed by the researcher. After doing the analysis, respondents' responses were summarized.

## RESULTS AND DISCUSSION

The following statements were the actual responses of participants when asked to give feedback about the implementation of printed modular distance learning.

Below are the actual transcripts from the participants which were gathered through an interview:

### 1. Strengths, Weaknesses, Opportunities, and Threats in the Implementation of Printed Modular Distance Learning in terms of Teaching and Learning

Table 1

#### Strengths, Weaknesses, Opportunities, and Threats Matrix in the Implementation of Printed Modular Distance Learning in terms of Teaching and Learning

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"><li>1. <i>Some students understand the lesson even though it is modular/distance learning.</i></li><li>2. <i>Time-paced, good for visual learners.</i></li><li>3. <i>It allows students to learn and take full responsibility for their learning independently.</i></li></ol>	<ol style="list-style-type: none"><li>1. <i>I think it would be better if the lesson was really explained by the teacher</i></li><li>2. <i>The validity of students' outputs cannot be ensured since students answered the materials remotely.</i></li><li>3. <i>Chance for students with limited means to communicate with the teacher and vice versa</i></li><li>4. <i>Shortage of modules copies</i></li></ol>

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<ol style="list-style-type: none"><li>4. <i>students without internet connection and gadgets can access the learning materials</i></li><li>5. <i>Longer time is allotted to accomplish a particular task</i></li></ol>	<ol style="list-style-type: none"><li>5. <i>Limited activities only are given to students since some differentiated activities requires face to face interaction</i></li></ol>
<p style="text-align: center;"><b>OPPORTUNITIES</b></p> <ol style="list-style-type: none"><li>1. <i>You can multitask</i></li><li>2. <i>More focus on the target areas</i></li><li>3. <i>Students and teachers can use the module anytime.</i></li><li>4. <i>Teachers in the implementation of printed modular distance learning have time for house maintenance aside from teaching their students. Teachers have the opportunity to attend the webinar. Students have the opportunity to help in house maintenance.</i></li><li>5. <i>have more time looking for additional resources</i></li></ol>	<p style="text-align: center;"><b>THREATS</b></p> <ol style="list-style-type: none"><li>1. <i>Actual learning, there is a high tendency of sharing others' answers online or by parents/family members. Accuracy and authenticity might be disregarded</i></li><li>2. <i>unimproved performance of some students</i></li><li>3. <i>Lack of authentic learning</i></li><li>4. <i>Not all students do their activities and summative test and performance task on their own effort. Students have little knowledge of the lesson they are studying.</i></li><li>5. <i>Teachers do have not much opportunity to express themselves in the lesson they are teaching.</i></li></ol>

Based on the actual transcripts, the researcher deduced the following themes: independent learning, differentiated activities, utilization of multiple resources, and authenticity of learning. These generally exposed how the implementation of the printed modular distance learning is experienced by the school heads, teachers, and parents as they witnessed students learning.

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**2. Strengths, Weaknesses, Opportunities, and Threats in the Implementation of Printed Modular Distance Learning in terms of Resource Management**

**Table 2**

**Strengths, Weaknesses, Opportunities, and Threats Matrix in the Implementation of Printed Modular Distance Learning in terms of Resource Management**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ol style="list-style-type: none"><li>1. <i>It is more affordable for parents since they will not have to worry about their children's everyday allowance.</i></li><li>2. <i>It is extremely portable, cost-effective, readily available, and comfortable to use.</i></li><li>3. <i>Students can use industrial raw materials that are available in their homes.</i></li><li>4. <i>They can use the internet as a reference in answering the materials</i></li></ol>	<ol style="list-style-type: none"><li>1. <i>Students do have not enough knowledge of the available materials because students are shy to ask the teachers what available materials to use in the locality.</i></li><li>2. <i>Students do have not enough money to load their tablets for research about the lesson they are studying.</i></li><li>3. <i>The parent lacks the ability to teach the child the lesson</i></li><li>4. <i>Some of the resources like learner's modules have limited content of activities which are not matched the length of time that topic should be taught</i></li></ol>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ol style="list-style-type: none"><li>1. <i>Time in the preparation of resources</i></li><li>2. <i>There is an opportunity that parents might not appreciate how the school allocates funds for the printed materials.</i></li><li>3. <i>Producing quality materials</i></li><li>4. <i>The resources at home could be used in the performance task and activities given by the teachers.</i></li></ol>	<ol style="list-style-type: none"><li>1. <i>Scarcity of resources</i></li><li>2. <i>Timeliness in printing</i></li><li>3. <i>The materials available in the locality were not used properly because students do not have enough knowledge on how to maximize the use of the resources.</i></li><li>4. <i>Students don't have internet.</i></li></ol>

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<p><i>Students have the opportunity to show their creativity using industrial raw materials in the locality.</i></p>	
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The researcher examined the responses of the participants in the implementation of the printed modular distance learning in terms of resource materials, thus, trimming down the deduced theme to the following categories: availability of learning materials, preparation time, quality materials, and contextualization.

### **3. Strengths, Weaknesses, Opportunities, and Threats in the Implementation of Printed Modular Distance Learning in terms of Stakeholders' Participation**

**Table 3**  
**Strengths, Weaknesses, Opportunities, and Threats Matrix in the Implementation of Printed Modular Distance Learning in terms of Stakeholders' Participation**

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<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ol style="list-style-type: none"><li><i>1. The good thing is that the student has peace of mind participating far away from the others so the student will not get nervous.</i></li><li><i>2. Parents were compelled to participate and to come to school thus this ensured open communication between teachers and parents.</i></li><li><i>3. Parents act as para teachers because real teachers were not present in front of the students in answering and learning their lessons.</i></li><li><i>4. Stakeholders especially parents provide time and effort in attending to the distribution and retrieval of modules. They provide guidance to their children in using WHLP and provide assistance in guiding their children in following the direction of the activities. Some stakeholders also donated bond papers and other paraphernalia that are beneficial to both teacher and student.</i></li></ol>	<ol style="list-style-type: none"><li><i>1. Some of them are negligent and relied on other parents</i></li><li><i>2. Some are not interested to be involved</i></li><li><i>3. The barangay has not had enough funds to help the less fortunate students to give students enough load to study.</i></li><li><i>4. Parent /guardian was unable to participate in school activities like distribution and retrieval due to work conflict</i></li></ol>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ol style="list-style-type: none"><li><i>1. Parents and guardians have the opportunity to extend their help in giving knowledge to their students. Parents know how to teach their children using the given printed modules.</i></li><li><i>2. Opportunities to create a bond to their child by helping them with the modules</i></li><li><i>3. Parents' timely participation is observed, and the constant communication given to with stakeholders is attained</i></li><li><i>4. It provided the opportunity for parents to become more responsible parents and guide their children in</i></li></ol>	<ol style="list-style-type: none"><li><i>1. Their initiative to help is quite limited</i></li><li><i>2. Some were unresponsive</i></li><li><i>3. As para teachers, criticize the work efficiency of the teachers.</i></li><li><i>4. The barangay could not give enough help if their resources available are limited but the demand for help from the students in their locality is rampant like internet availability and cash for the expenses on school supplies for study.</i></li></ol>

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<i>the right way. They impose rules and promote the right conduct to their child</i>	
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Based on the responses, the following themes are arrived at: home-school community team, parental involvement, and open communication. These generally are important considerations that should be taken care of in the implementation of printed modular distance learning in terms of stakeholders' participation.

### CONCLUSIONS

Based on the results of the interview, printed modular distance learning has its own strengths, weaknesses, opportunities and threats. It is up to the school to make an action plan on how to address the SWOT analysis.

The researcher after the SWOT analysis found out that teachers could eventually consider creating interactive activities suited to students' abilities and interests that would make them be indulged in learning. The utilization of other learning delivery modalities could also be considered in order for them to feel that learning is still the core and not necessarily for the sake of promotion.

It is, therefore, significant to recommend that the deduced themes are given importance in the implementation of printed modular distance learning, thus, could be basis in the formulation of action plan, training programs, and teachers training.

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