



CHALLENGES IN THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING MODALITY (MDLM) IN LOCLOC ELEMENTARY SCHOOL

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ABSTRACT

Learning engagement of students and teachers through face to face within the school has been suspended due to the COVID-19 pandemic and the implementation of Modular Distance Learning Modality is the urgent response of Locloc Elementary School to ensure the continuity of education and to attain its mission and vision. Since the school is in the process of adapting and adjusting to the new normal form of education at present, strengthening the school mantra "Loclocenians for Education and Synergy" was the motivating force needed by the school for the success of this implementation. The main purpose of this research is to find out the challenges encountered in the implementation of MDLM in Locloc Elementary School during the School Year 2020-2021. These challenges, opinions and recommendations were identified through qualitative approach by conducting surveys to the 58 participants of the said school through quota and purposive sampling. Deductive thematic analysis was used in the interpretation and coding of data.

The main challenges that emerged are the students struggle with self-studying, and parents' lack of knowledge to academically guide their child/children. Descriptive design was used in identifying the different solutions to these challenges. In conclusion, the study was able to determine the challenges of the participants in terms of resources, preparedness, and communication. The result of this study may serve as a springboard for the future improvements of the schools' existing programs and guidelines on the implementation of MDLM for the next school year 2021-2022 and for the adjustment and modification of BE-LCP of the school. This will also help other schools as well as the government in providing assistance to students, parents and teachers who are having difficulty in this new learning modality.

Keywords: *Challenges, Teachers' Response, Pupils' Response, Parents' Response New Normal Education, Strategies, Innovation, Intervention*

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INTRODUCTION

Learning engagement of students and teachers through face to face within the school has been suspended due to the COVID-19 pandemic and the implementation of Modular Distance Learning Modality is the urgent response of Locloc Elementary School to ensure the continuity of education and to attain its mission and vision. Since the school is in the process of adapting and adjusting to the new normal system of education at present, continuous innovations of teachers with the guidance of the school head, support and active involvement of other stakeholders are the motivating force need by the school for the success of this implementation.

This is in relation with DepEd Order No. 018, s.2020 that the public health emergency brought about by COVID-19 calls for the Department of Education (DepEd) to be innovative and resourceful in delivering quality, accessible, relivant and liberating education. In response to this emergency, Deped developed the the Basic Education Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are provided to our learners in a safe manner, trough different learning delivery. In line with this, the Department, through its Regional and Schools Division Offices undertake the urgent and necessary development, production and provision of learning resources in accordance with its mandate. Therefore, Loclocenians responded for adoption of BE-LCP through localized School Learning Continuity Plan wherein majority of the parents preferred Modular Distance Learning (MDL) Delivery Modality.

MATERIALS AND METHODS

To garher data, the researcher asked first the permission of the school principal to conduct and administer online questionnaire to the respondents of the study. This study utilized the survey design in determining the challenges on the usage of Modular Distance Learning Modality (MDLM) and descriptive design in identifying the different solutions to these challenges. The opinions and recommendations of students, parents, and teachers were gathered through a survey, particularly by using online questionnaires with open-ended questions. The researchers conducted the study in Locloc Elementary School which is located in the province of Batangas. Thirty students (30) students, 20 (20) parents, and eight (8) school personnel in the said school were chosen as key informants through purposive and quota sampling. Emails, Google forms, and social media were used in the distribution of questionnaires and retrieval of data. The questions used in the questionnaires were localized, which was validated by the school principal. Deductive Thematic Analysis was used in the interpretation and coding of data.

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RESULT AND DISCUSSION

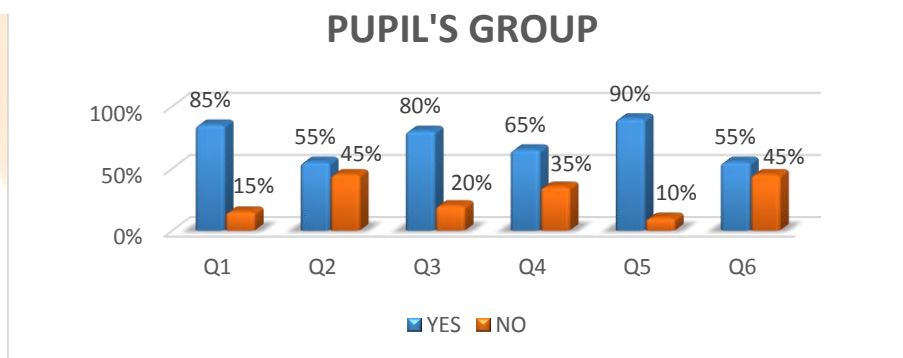
1. Profile of the Respondents

Table 1
Pupil's Group

Age	6-7 y/o	7-8 y/o	8-9 y/o	9-10 y/o	10-11 y/o	11-12 y/o
Grade Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
No. of students	2	3	5	5	5	10
Total No. of Respondents	30					

Table 1 shows the total number of students who participated in this study. Most of the participants are grade 6 which are 10, followed by 6 grade 5 pupils, 5 grade 4, 4 grade 3, 3 grade 2 and the least is only 2 grade 1 pupils.

Fig. 2 Pupil's Group



Q1: Are you having difficulty with Modular Distance Learning? **Q2:** Do you have enough time to answer all your modules? **Q3:** Are you having difficulty in answering your modules? **Q4:** Can you

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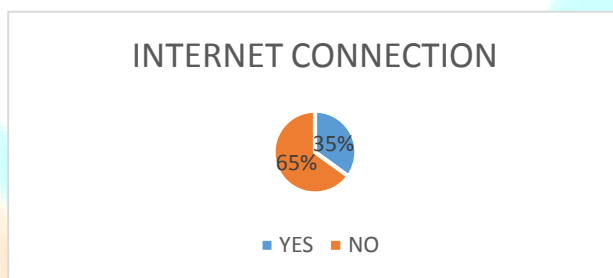


answer all your modules on your own? **Q5:** Are your teachers approachable? **Q6:** Do you have gadget/s to help you answer your modules?

From Fig. 1, it could be seen that most of the learners are having difficulty in this new learning modality. 85% of the participants had a hard time answering their modules. Half of them do not have enough time to accomplish all their modules within a week. They often receive at least 8 modules in all subjects and each module has 5-6 activities. The subject that they are having greatest difficulty with are Mathematics, followed by Science, and English. In Mathematics, some students said that most of the Math problems are difficult to solve and no detailed explanation is provided. Problem Solving does not only include and require computation but there is a need to

understand and analyze the problem, it is important that students comprehend the problems (Salma & Rodrigues, 2012). Students have difficulty in understanding Science lessons because it requires the coordination of a complex set of cognitive, affective, and motivational strategies and skills. Furthermore, most of the students cannot answer all their modules independently; that is why they badly need the assistance of others. The family members, relatives and friends of the learners play a vital role in education today. Although 90% of the students said that the teachers were approachable, some said that there are teachers that do not immediately respond to the queries regarding the lessons. Majority (55%) of the learners have gadgets that could be useful in learning.

Fig.2: **Q7:** Do you have a reliable internet connection?



From Fig. 2, 65% of the students do not have a reliable internet connection and 35% have reliable connection. From a total of thirty respondents, twenty-one (21) of them have chosen Modular Distance Learning and 9 of them have preferred Blended Learning. The main challenges that the students have encountered are self-studying, poor internet connection, lack

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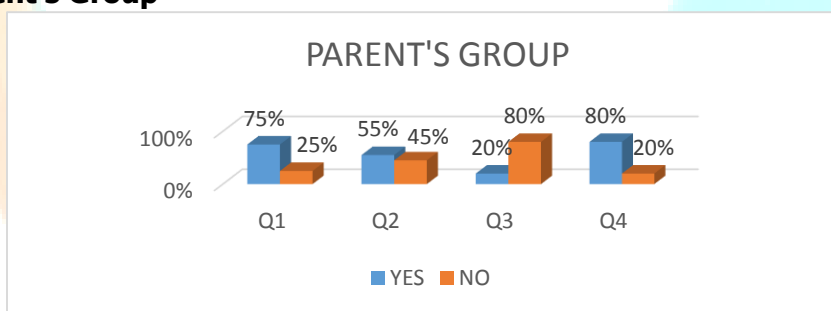
of sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus. In spite of this challenges the pupils still prefer Modular Learning over Blended and Online Learning.

On the part of the parents, the succeeding tables and figures below show the data gathered from the survey. From Table 2, 12 out of 20 parents have a child enrolled in Grade 6. Likewise, 5 out of 20 parents have a child enrolled in Grade 5 and 3 out of 20 enrolled in grade 4.

Table 2
Parent's Group

Child's Age	6-7 y/o	7-8 y/o	8-9 y/o	9-10 y/o	10-11 y/o	11-12 y/o
Child's Grade Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Parent's Age						
30-55				3	5	12
Total No. of Respondents	20					

Fig.3: Parent's Group



Q1: Are you a working parent? **Q2:** Do you have enough time to help your child with his/her modules? **Q3:** Are you having difficulty with the set schedule of the retrieval and submission of your child's modules? **Q4:** Are the teachers of your child approachable?

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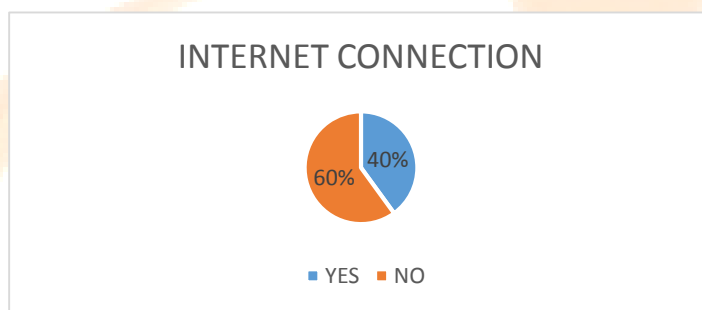
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From Fig.3, 75% of the parents are working and 25% are non-working. However, most of them responded that they have enough time to academically assist their child/children in answering their modules. Moreover, 90% of the parents do not have difficulties with the set schedule of the retrieval and submission of their child's/children's modules. Text, call, and social media particularly on Messenger are the platforms that are being used by the parents to communicate with the teachers of their child/children. Most of them responded that the teachers of their child/children are approachable. However, some parents said that some teachers do not respond immediately to their queries and sometimes, they cannot be reached because of low internet connection.

Fig.4: Q5: Do you have a reliable internet connection?



As shown in Fig. 4 above, 40% of parents have a reliable internet connection while 60% of parents do not have a strong internet accessibility. Most of the parents still prefer Modular Distance Learning over Online or Blended Learning because they think that this modular approach is safer for their child/children. This approach is also in consideration for learners living in areas where internet is not accessible. Besides from that, some parents do not have enough gadgets to be used by their child/children for online classes. Some parents have difficulty understanding and answering the modules of their child/children. Some said that they do not have enough time to guide their kids due to work and other responsibilities. The modules have a lot of exercises, and the students lack motivation and focus.

Respectively, the following tables and figures show the data gathered from the teachers. A total of 8 teachers participated as key respondents. 4 of them ages 41-50, 3 teachers are 30-40 years old and 1 teacher ages 51-60.

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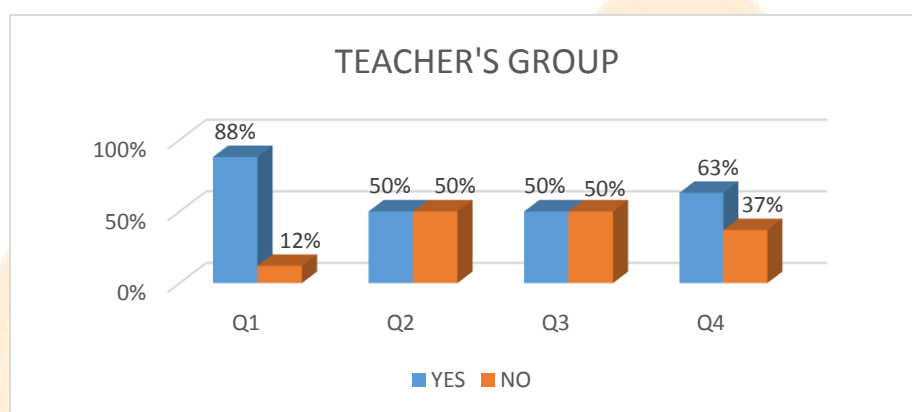
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Table 3 Teacher's Group

Teacher's Age	31-40	41-50	51-60
Frequency	3	4	1
Total No. of Teachers	8		

Fig.5 Teacher's Group



Q1: Does DepEd provide all the modules you give to your students. **Q2:** Do you see any errors in the modules provided by DepEd? **Q3:** Do you have difficulty communicating with parents? **Q4:** Do you have difficulty communicating with students? **Q5:** Are there enough funds given by the government for Modular Distance Learning? **Q6:** Can your students easily follow the instructions in answering the modules?

From Fig. 5, 88% of teachers responded that the Department of Education (DepEd) provides modules for them. However, some of them said that the modules they gave were usually incomplete. 50% of teachers stated that they noticed errors in the modules and in the answer key. Some teachers responded that there are incomplete modules/LEAP in the third quarter and fourth quarter in the subject MAPEH. Thus, they are the ones making their own modules. 50% were having difficulty in communicating with parents because some parents do not have cell phones and some cannot afford to buy load all the time. Also, some parents do not reply, some

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do not respond immediately, and others cannot be contacted. Same as with the students, 63% of teachers said that it is hard to contact other students because some don't have social media accounts, some don't want to communicate because they are shy, and some do not have cell phones or gadgets and they are only borrowing from their parent's cellphone.

Fig. 6. Q7: Does your school have a reliable internet connection?

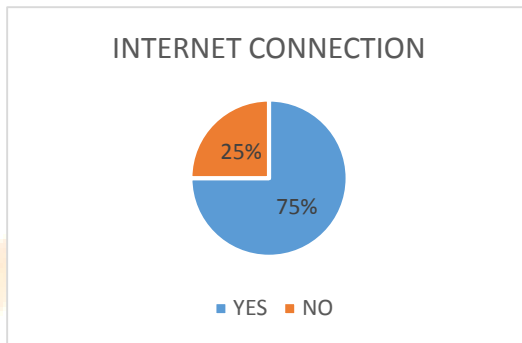
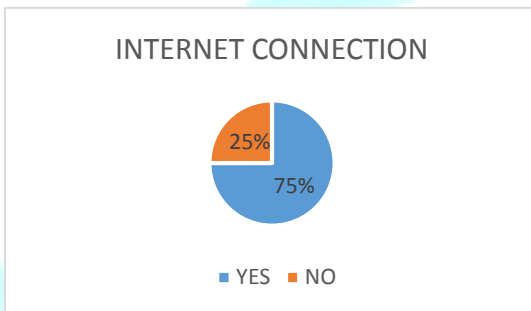


Fig. 7. Q8: Do you have a reliable internet connection?



From Fig. 6 & Fig.7, 67% of teachers in Locloc responded that their school has a strong internet connection. 75% of the teachers in Locloc have their own internet while 25% said that they do not have. Most of the teachers still choose to use Modular Distance Learning over other learning approaches because of poor internet connection as the main reason. In addition, it is accessible and feasible for everyone especially for students in Sitio Nangkaan and Sitio Sampalocan.

Thus it could be seen from the data that several challenges were encountered by teachers in Modular Distance Learning. Most students cannot study independently. 60% of them cannot

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easily follow instructions in the modules. Thus, some answer sheets in the modules are blank. Sometimes, the printer is not functioning well. Therefore, they experience difficulty in printing. Some learners cannot finish their modules on time because they mostly spend their study time teaching their siblings. The teachers think that students' answers in their modules have no validity, and most probably, mastery of the lessons is impossible to attain. Parents lack knowledge to assist their child/children. According to some teachers, some parents didn't finish their studies. Some teachers have a weak cellphone signal. Lastly, teachers have a lot of paper works; papers to check and record.

Conclusion

Based on the facts of data analysis and summary made by the researcher the following conclusions were drawn.

1. The great number of activities in each module is one of the main problems that emerged in the implementation of Modular Distance Learning. The Department of Education should consider this problem, reduce the activities, take out the unnecessary activities so that mastery will be attained as much as possible. As what some of the parents said, the lesser the better.
2. One of the concerns of the students is that they do not have enough time to answer all the modules within a week. Therefore, they are asking for the extension or additional week, instead of weekly retrieval they wanted 2 weeks.
3. We all know that mistakes cannot be avoided at times. Thus, teachers should re-evaluate the modules, and they must make sure that all the lessons or activities are appropriate to the needs of the learners. The parents, as well as the students, are right; the instructions in every exercise must be clear enough for the learners to understand. The topics must be simplified, and teachers must give more examples. Moreover, all the printed pictures in the modules should be clear.
4. The cases of COVID-19 in the Philippines are still in great number, so face to face learning is not yet possible. However, the researchers think that Blended Learning is also possible for places that are not infected by the virus. This can be applied to some schools located in rural areas like Locloc.
5. For the students who still cannot access the internet, they will be given special consideration by home visitation as an example. Aside from text and call, social media particularly on messenger is one of the most used modes of communication between

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

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teachers, parents, and students. Therefore, teachers are recommended to be active online most of the time. They must be able to address the sentiments of some parents and students, which is to be patient enough in attending to the needs and to respond to the queries immediately with regards to learning.



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