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ENCOUNTERED OF SECONDARY SCHOOL TEACHERS IN MODULAR DISTANCE LEARNING (MDL) IN DISTRICT II-E: A LITERATURE REVIEW

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ABSTRACT

While the pandemic arises, there are variations fulfilled to adjust with the situations. One of the changes is the process of learning system or the way how a teacher can endure to teach their students. It reviewed articles published in on-line international journals from 2010 to 2020. This study aims to acknowledged what are the probable difficulties encountered by secondary school teachers in modular distance learning and how to adapt the changes as every concern and problems met by teachers, grade level coordinator, and school head and thought to be solved or decreased in the following days.

Keywords: Secondary school teachers, modular distance learning, encountered,
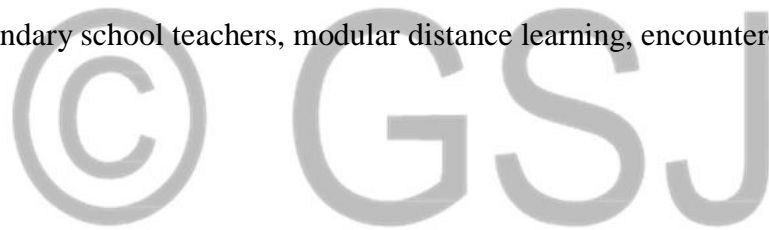
INTRODUCTION

Secondary school teachers instruct students in junior and senior high schools. They conduct classes in academic subjects, such as English and mathematics, or skills, such as mechanical drawing and woodworking. English, mathematics, science, and history are taught in all schools and are usually taken by all students. According to teacher.org (2020), professional development for teachers is very important as education is an ever growing and changing field. This means that teachers must be updated of the current trends in educational practice.

Encountered means unexpectedly experience or be faced with (something difficult or hostile).

Distance Learning refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Modular Distance Learning is the most popular type of Distance Learning.

"Education cannot wait" says DepEd Secretary Leonor Briones. To ensure the continuity of education in this pandemic period and still give quality education to all the learners, the Department of Education implemented the Modular Distance Learning. Alain Del Pascua (2020) in the DepEd Announcements page posted that distance/blended learning approach is the Department's answer to not stopping children's learning in the midst of pandemic. Education will continue in any situation.

The purpose of this thesis research is to find out the Encountered of Secondary School Teacher in Modular Distance Learning (MDL) in District II-E during the school year 2021-2022 and served as the guidelines in implementing existing policy in Modular Distance Learning Modality. These challenges and recommendations will be identified through survey particularly using open ended questions. In selecting participants in the action research, a purposive sampling technique will be used. The purpose is to explore how school administrators and teachers monitor and manage the challenges encountered in the implementation of MDL. The respondents in the survey will be the Secondary School Teachers for purposive sampling. Google form, email and social media will be used in the distribution of questionnaires and retrieval of data. The questions to be used are made by the researcher and further validated by the experts. As a secondary school teacher, we really struggle on reproducing all the modules due to large of students since we are practicing modular learning in our school.

This study concludes based on researchers' findings and statistical analysis that Modular teaching is more effective in teaching learning process as compared to ordinary teaching methods. Because in this modular approach the students learn at their own pace. It is free self-learning style in which immediate reinforcement, feedback is provided to practice exercise, which motivate the students and create interest in them. Modular approach helps to maximize the chances of student participation in classroom in respect to fulfill the given tasks at the spot. So, the students feel free to learn in their own style. The research methodology of this study was experimental type. The collected data of both groups were analyzed and interpreted using mean, standard deviation and t-test, and conclusions were drawn. The results of the research

were in the favor of modular teaching approach; therefore, it is suggested that this approach should be widely used in conventional classroom at various levels of education.

The result of the experimentation of this study. The control group had performed fairly on the post-test; while, the experimental group obtained excellent performance. This means that students who utilized the literature module had significantly learned on content areas. The study results may have the same interpretations. However, a higher mean of the experimental group showed a difference. Hence, the result implied that the literature module had effectively and efficiently supported student in learning mythology and folklore. Then, the results also mean that traditional or conventional practices in teaching literature are still effective.

Modular instruction is one of those teaching approaches where the students have to learn everything in the module using his own effort at his own pace. This method differs from the traditional one wherein a teacher presents the lesson and the students just listen to learn the concepts presented. To surpass the difficulties faced by the students in the traditional classroom situation, modular approach may be a good alternative since it is student-centered, self-paced, and requires no note-taking, Gonzales, (2015).

DISCUSSION

One of the big challenges that teachers in community secondary schools face in accessing instructional materials is inadequate funds provided by the government to community secondary schools for purchasing instructional materials. Very little support is received from local government and communities around the schools most especially in rural areas due to poverty. The funds are provided in form of capitation grants. In particular, the capitation grant is meant to finance the purchase of textbooks and other teaching and learning materials as well as to fund repairs, administration materials, and examination expenses (Uwazi, 2010). According to Onche (2014), government's Policy towards efficient provision of these aspects of educational resources has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the back bench of implication of these policies.

At present, there is a universal recognition of information and communication technology as a major force in the dissemination of knowledge (Aina, 2013). Majority of teachers who were trained early 1990's and backward do not have skills in the field of Information and Communication Technology. Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipment's and the other facilities.

Saxena & Saxena (2020) developed a framework as to the role of teachers during the pandemic. This includes to listen, to explain, to demonstrate, to emphasize and to analyze. As the children have different nature and learning styles, teachers need to develop different teaching levels suitable to the students. Aside from the different teaching strategies, Warden, Stanworth, Ren & Warden (2013) disclosed the result of the nine-year action research on

3,630 students that the main source of problem in the synchronous learning is behavior. Thus, the virtual classroom management is a measure of success in the new normal of teaching. On the other hand, Bower, Dalgarno & Kennedy (2013) found that the main challenge in blended learning were communication and split attention. Given the current situation worldwide, it is the prime responsibility of the teacher to ease the fears and anxieties of the children. In reality, it will not be easy to educate the children something beyond their grasps such as the pandemic. For this, training of teachers on the facilitation of the new normal teaching and learning is indeed a necessary requirement. Certification and training programs on the use of various platforms is required as well as in the preparation of modules and workbooks.

Extensive research conducted by Fildago, et al (2020). Both online and traditional students agreed that traditional courses were easier, and they learned more in that format. They also concurred that online courses required more effort. Experienced online students indicated that the quality of their courses was good while traditional students who had never taken an online course felt that the quality of online courses was lower.

According to Pe Dangle et al (2020). 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, and take out the unnecessary topics so that mastery will be attained as much as possible. As what some of the parents said, the lesser the better. One of the concerns of the students is that they do not have enough time to answer all the modules within a week. Therefore, if DepEd cannot extend the duration of accomplishing the modules, they must lessen the activities. 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. 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 BNHS. Online Learning approach could be implemented in urban areas like BCNHS since most of the learners have an internet connection. 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 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. The Department of Education and the government must collaborate together towards the success of Philippine Educational System despite the COVID-19 pandemic. It is imperative that every school must be provided with support and enough funds. The Department of Education should give autonomy and freedom to teachers in every school to do their own modules. However, the modules must be validated for the quality assurance and the progress will be monitored.

In this researched, (Tran Huy Duc)2012. It's discussed the role of distance-learning and have discussed how constructivism makes better education, Moore's analysis that distance education is naturally education and thus what makes education makes good distance education. Better

education according to Moore is when you can reduce "transactional distance" by influencing its makeup dialogue, structure and learner autonomy. Also given examples of where Web 2.0 has been successfully applied to reduce "transactional distance" grounded in Moore's theory. The historical context of distance-learning and the spectacular achievements that distance-education teachers and students despite all those forces against change. This discussed the development of distance-education to become what it is today. Technologies are part of the solution but also, we need strong pedagogy and a rigorous framework to guide it.

The discussion of constructivism vs. objectivism showed the contrasting differences as well as certain overlapping elements of both ideologies. Constructivism was the pedagogy of the 21st century which involves a great deal of personal reflection, interaction among course peers and teachers as well as a shift in how education must be organized.
Moore's theory of transactional distance is grounded in constructivist pedagogy but has his fair share of genius thought.

This study is the first of its kind to be conducted in Palestine. It utilized a randomized controlled design since it applied an interventional program and sought to identify the differences before and after this program via online methods. The study results displayed that there were no statistically significance differences within groups in the majority of study domains, such as student satisfaction, interaction and collaboration and learning autonomy. Our study results thus provide evidence that the distance educational method is effective in the education and learning system in terms of understanding, remembering and some of the processes required in the systematic stages of education, as there were no substantial differences within and between the two methods (online and face-to-face), which means that student in online courses showed a good result in conjunction with face to face group. This study results were found to be Consistent with study of Ekwunife-Orakwue and Teng (2014) where they explored that, no such difference between online and face to face courses, with few direct meetings, which leads to the importance of "blended learning courses, with more direct meetings.

The distance education is a teaching technique which make the students and instructor separated physically or by time. Normally students use different type of materials, such as electronic media, references, books and CDROMs instead of face-to-face learning, these materials and contents are basically instructed by the technology. In addition, they are also frequently designed for the ease of the online technology system. Further research should explore ways to improve and develop intellectual rigidity and encourage informed and individual perspectives and determine how to apply technology to involve learners in ongoing and multiple discussions in different online courses. Additional investigation is required to determine how group designs can influence the sense of community learning and social interaction in light of learning styles, skill levels, different personalities and group members. Earlier studies have focused primarily on postings by participants. Using the current technological developments, more research is required to explore different technological elements role in engaging more operative social interaction and fostering a sense of learning communities such as video or audio-conferencing using Skype and Google Hangouts, virtual reality and social media network environments.

The researcher has applied the theories and strategies of distance learning to contribute the first distance learning research and endeavor in Palestine. This will aid higher education institutions to increase students' satisfaction with full online courses based on Moore's transactional distance learning and to measure students' autonomy and satisfaction through the Moodle

system. Many issues need to be examined in the process of understanding the best practices to be applied to enhance distance teaching and learning.

According to Cavanaugh, C., et al (2004) The analysis resulted in an overall weighted effect size not significantly different from zero, a result that is consistent with the results of recent meta-analyses of distance education, which tend to show that distance education is as effective as classroom instruction.

Students can experience similar levels of academic success while learning using telecommunications and learning in classroom settings. While distance learning as it is practiced in today's virtual schools uses technology that is less than ten years old and advances rapidly, the literature has shown that a student's education online can be as effective as it is in a classroom, provided that a classroom with the appropriate course is accessible to the student. As the power of communication technology and educational technology grow, the skill of distance educators and designers will be challenged to provide experiences that use that power to provide an experience for students that improves on classroom instruction with its limits of time and place. Research in K–12 distance education is maturing alongside the technology and those who use it, but current web-based distance education systems have only been studied for about the last five years at the K–12 level, a very short time in which to build a body of literature.

In this study (1998) The modular approach has proven most effective in large classes of up to eighty students, as well as in seminar classes with as few as ten to fifteen people. It can be used to demonstrate the interplay among multiple disciplines or principles of Law.

The modular approach begins with a hypothetical fact pattern covering no more than three to four subject areas. Students are directed to attempt to reach a win-win solution, and are evaluated based upon their ability to achieve their client's interests, identified as the bottom line.

Teaching creative problem-solving skills that are integrated into substantive curriculums is a necessity for law schools, if they are going to be competitive in legal education. The demands of the profession require that students be as proficient in legal skills as they are in the substantive law. Course models for professors are available to use in adapting courses to include more skills training. It is not a question of whether-only when. The reality is that students and law firms will soon evaluate law schools based upon the ability of professors to prepare students to respond to the current needs and expectations of society.

When we analyzing the modular method of teaching, we can understand that this is more effective, recent and more technology-based teaching method in the present educational field. In recent years, the consent of modular curriculum has been under discussion in secondary schools. Modular approach provides more flexibility to distance teaching mode as well to learners, Sejpal, (2013).

According to this book (2003) In Learning at the Back Door, Charles Wedemeyer has attempted to supply for the burgeoning field of sponsor adult learning programs a systematic conceptual framework for answering questions about "what-to-do and why-do-it". It is about judging the entire area of nontraditional learning to be practice rich and theory poor, he has sought to provide a rationale for more purposeful and responsive attention to the needs of external learners on the part of educational institutions.

The study concluded that the use of Modules in teaching Math specifically word problem solving, is an effective teaching approach. Effective in the sense that it helped the subjects of the study learn concepts in mathematics without cramming in keeping up with the pacing of the teacher. The use of modules in teaching these particular concepts in Math was very useful for the respondents in developing their individual learning study habits. Though the results of this study showed that learning took place in both groups using the two methods of teaching, the subjects who were taught using the modular approached performed significantly better than the subjects exposed to traditional lecture method and it is concluded that modular approach is an applicable and effective teaching approach that could be used in teaching mathematics subjects, Rizaldo et al. (2007).

CONCLUSION

1. Public School Teachers: Public School Teachers encountered poor internet connection. Some parents cannot go to school to get the module due to financial incapacity. There are also unresponsive students and parents. Learners had a hard time coping up with modular instruction, thus, creating a large gap on student learning. Not all students have their own gadgets.

2. Differences in the challenges encountered: The challenges experienced by public school teachers in delivering distance learning are essentially the same with other school who is far flung area. Moreover, it can be said that the type of school where a teacher works has no bearing with the challenges that he or she may encounter.

RECOMMENDATION

Based on the above conclusions, the research come up with the following recommendations on the Modular Distance Learning. These are the following:

1. Public School Teachers: Public School Teachers should look for a better service of internet provider and utilize pakisuyo system (friend, classmate or relatives).

2. Parents, teachers, and students should conduct a virtual assembly to discuss some issues and concern.

3. Proper guidance of parents and continuous communication between parents and teachers should be indispensable. Financial support coming from the parents and/or the government is needed to provide them the important resources in this time of pandemic.

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