



PERCEPTIONS, GAPS, OPPORTUNITIES, AND LEVEL OF IMPLEMENTATION OF MODULAR DISTANCE LEARNING

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KeyWords

Perceptions, Challenges, Implementation, Modular learning

ABSTRACT

The primary objective of the study is to assess the teachers' perspectives, gaps, opportunities, and level of modular distant learning implementation at Selected Elementary Schools of Talakag, Bukidnon, Philippines. The study used a correlational research design, using a modified checklist questionnaire to generate the necessary data. Furthermore, mean, standard deviation and Pearson R-Correlation were employed in the study. The findings demonstrate that teacher-respondents are favorable in modular distance learning. They have several difficulties, the most significant of which are getting in touch with the parents of their pupils and the handwriting of pupils. In addition, the difficulties in evaluating the pupils' performance. Modular Distance Learning adoption has the potential to improve instructors' teaching and educational materials, according to the respondents. On a modular distance, education level respondents were pleased with the structure and deployment and fetching of modules and relevant stakeholders are engaging with the implementation. The Correlation evaluation between perceptions of the educators and perceived opportunities has a significant relationship on the level of implementation of modular distant learning. However, the gaps experienced by the teachers have no significant relationship with modular distance learning implementation.

INTRODUCTION

Education is the most impacted industry due to the worldwide COVID-19 pandemic. School systems have become the most vulnerable institutions in terms of safety and security. Concerns about the health of school staff, parents, pupils, and other stakeholders have mandated the shutdown of schools to control the virus' spread and prevent outbreaks, as stated by UNESCO (2020).

In response to a global pandemic, in the Philippines, the Department of Education (DepEd), produced the Basic Education Learning Continuity Plan (BELCP). It was developed to give instructions on how to manage education during this period of crisis. Distance education is a form of providing education in which learning transpires between an instructor and learners who are isolated from one another during the lesson. They are grouped into three forms of remote learning: modular distance learning (MDL), online distance learning (ODL), and TV/radio-based education,

Based on a study by the Department of Education, (DepEd), modular education is the most popular method of distance learning. All public schools in the Philippines have adopted this type of education because learning using printed and digital modules developed as the most favored distance learning approach by the parents of the children was the best way to learn from a distance, as stated by Bernardo (2020).

The Philippines continues to adapt to the new standard of education. Modular distance learning is a significant response to the continuity of education due to the pandemic. Each school has a responsibility to pursue education and fulfill its objective and vision of delivering high-quality education to all Filipino learners. The effectiveness of the program is based on continuous educational innovation and active engagement from all parties concerned (Irasga, 2021).

Modular learning offers personalized teaching that lets learners employ self-learning modules in print, digital format, or electronic copy, whatever is most appropriate for them, (Malaya, 2020). Using modules teaches individuals on their own. Another benefit of using modules in education is that pupils get better at studying on their own or learning on their own. Pupils are involved in learning about the module's ideas, and as they do the module's tasks, they feel like they are taking on more responsibility. Learners learn on their own, figure out how to learn, and become independent with little or no support from others, (Nardo, 2017).

However, due to the new normal education's use of modular distance learning to promote and maintain excellent education in schools throughout the nation, there have been concerns among stakeholders, teachers, parents, and students as stated by Salamuddin (2021).

Among the problems with modular distance learning requires a high level of discipline and self-motivation, the loss of physical interaction with teachers, and parents' inability to academically teach their children. Additionally, the pedagogical difficulties related to teachers and learners have included the shortage of organized material, learners' lack of interaction and motivation, and teachers' loss of social and cognitive presence, (Mahlangu, 2018).

In several studies, teachers expressed worried about the fairness of evaluation between traditional instruction and modular instruction discussions in ensuring that learners take tests under the same conditions and situations and that learners can submit equivalent written works and other indicators of achievement of objectives. (Kearns, 2015). Because teachers were not prepared for remote learning during their pre-service years, deciding how to apply different evaluation techniques seemed difficult.

Since modular learning cannot give the real-time direction of the teacher-facilitator while delivering examinations and producing outputs, the validity and trustworthiness of learners' replies may also become a problem. Giving individualized feedback for learners' work and formative exams is also important since it aids in the part of the learning experience of the pupils, however, this appears difficult, particularly for teachers with a high student-to-teacher ratio in certain courses.

Summative assessments are more likely to grab the curiosity of the teachers. The majority of them felt that the teaching style should be combined with a modular learning mode which includes appropriateness, adequacy, and resource availability. Instructional supports to connect the two ends of the strategy-modality spectrum. As observed, engaging in this modular distance instruction has its drawbacks, (Sumaoang, 2020).

Hence, the effectiveness of modular distance learning implementation may rely on the formulation of guidelines, the quality of the material, and its usefulness as a learning and teaching instrument, among other things. (Molleam, 2018). Thus, this research intends to identify the viewpoints, weaknesses, advantages, and degree of effectiveness of Modular Learning among respondents. This research would be a tremendous aid to assist the educators, learners, and parents, to continue the learning development and promote quality education amid this pandemic.

Framework

This study is anchored on Lev Semenovich Vygotsky's Sociocultural Theory of Cognitive Development. The interaction of such teachers has a massive impact on pupils' learning. A teacher is required to lead and manage the pupils' learning experience so that they can grasp and digest what they have learned. The concept of Vygotsky highlighted the value of scaffolding, which refers to the assistance provided by a more knowledgeable individual to a less knowledgeable individual.

Another theory that supports this study is the theory of Independent Study by Charles Wedemeyer, which sees the learner's

independence as the foundation of distance education. He believes that learners should be given more responsibility for their learning, and the learner should take responsibility for their pace of learning. Wedemeyer also advocated for the separation of the learners and the teacher. He also suggested that learning should occur through participation or making activities and Writing or other media should be used for teaching and learning.

Educators in the new normal approach of modular education are stated to be particularly adaptable to the evolving teaching-learning process since they engage in a never-ending learning process. Teachers may alter, modify, and vary their teaching approaches, enabling them to empower themselves to adequate intellectual abilities, address the needs and grasp the situation of their learners, and obtain suitable resources and materials.

The direct connection between teachers and learners has become difficult, as opposed to the actual classrooms in which they may speak to them. Creating a positive learner-teacher interaction is essential in establishing an effective learning environment. Learners that have close, positive, and collaborative connections with their teachers perform better academically.

As teachers adapt to new normal modular distance learning, they are also facing challenges such as the instructional support from the parents or guardians' because some of them are inability to academically teach their children due to their educational background. Another factor is the complexity of assessment, it appears difficult to execute many assessment techniques because modular learning cannot give supervision of the teacher facilitator while conducting tests and generating outcomes, and the authenticity of learners' answers becomes a problem. This restrains an efficient and fair pedagogical practices system (Musingafi, 2015).

In contrast, there are also good opportunities for implementation of modular distance learning, teachers can establish innovative approaches, flexibility in time and space that is easily accessible, can save time and get significant exposure to even more materials and practice critical thinking abilities, enhancing good relationships between stakeholders to acquire a meaningful learning experience, and adaptability among teachers (Bondar et al., 2021).

The implementation of modular distance learning at this level, range, and extent requires a combination or selection among them to meet the demands and competencies of individual teachers. Teachers will be the ones who guide learners through the learning process. While the new system and delivery are standard and thus are accomplished through the different teachers will use Self Learning Modules in different ways, depending on their skills, resources, and other educational factors.

Methodology

The present study used the correlational research design to assess the perceptions, gaps, opportunities, and level of implementation of modular distance learning in Dagundalahon Elementary School, Lingi-on Elementary School, and Liguron Elementary School.

Correlational studies are used to explain variables and the natural relationships that exist between and among them. Researchers have employed correlational research designs to describe and analyze the degree of association and to examine the relationship between two or more unmanipulated factors, according to Creswell (2015).

The study was conducted during the School Year 2021-2022 at Dagundalahon Elementary School, Lingi-on Elementary School, and Liguron Elementary School located in the Municipality of Talakag province of Bukidnon, Philippines. It is approximately 87 km away from the city of Cagayan de Oro.

The researchers selected Dagundalahon Elementary School, Liguron Elementary School, and Lingi-on Elementary School as the research locale because these three places are purely adopting modular distance learning modality as a response to this new normal learning, for the reasons that they belong to rural areas with a poor internet connection and most of the learners don't have a privilege to buy smartphones or any gadget that can be used in online set up learning.

The respondents of this study were determined through purposive sampling. According to Creswell, purposive sampling is a non-probability sampling approach in which samples are chosen focused on demographic features and the objectives of the study. The respondents of this study were ten (10) teachers of Dagundalahon Elementary School; nine (9) teachers of Lingi-on Elementary School; and eleven (11) teachers of Liguron Elementary School, a total of thirty (30) teachers in Talakag, Bukidnon, Philippines.

The main instrument utilized to gather data is a modified checklist questionnaire. It administered a 5-point Likert scale, a method of rating system that measures perceptions directly towards the respondents which allow the respondents to express how they agree or disagree with the statements.

The instrument has undergone reliability and validity testing as represented by the Cronbach's alpha computed value of .862. However, in the pretest of 30 respondents, out of the 60 items in the instrument, some were deleted due to the items being below the average coefficient which did not reach 0.30. The questionnaire was divided into four parts: The first part of the questionnaire solicited information on the (a) perceptions of the teachers in implementing modular distance learning. The items are taken from the work of Peregrino, et al. (2021). Out of the 15 items, 14 items were retained in the questionnaire. The second part of the questionnaire (b) gaps in implementing modular distance learning. The items are modified from the work of Castroverde & Acala, (2021). Out of the 15 items, 8 items were retained in the questionnaire. The third part of the questionnaire (c) opportunities in implementing modular distance learning. The items are adapted from the work of Labrado, et al, (2020). Out of the 15 items, 11 items were retained in the questionnaire; and the fourth part of the questionnaire supplemented information on the (d) level of implementation of modular distance learning. The items are altered from the work of Guamalon, et al., (2021). Out of the 15 items, 10 items were retained in the

questionnaire.

The items that were asked on the questionnaire rated as follows: 5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree. The respondents have put a check on the box which corresponds to their answers. The perceptions, gaps, opportunities, and implementation levels are summarized in this manner, the mean and standard deviation were evaluated utilizing tools. The significance of the link between the study's independent and dependent variables was also assessed using the Pearson Product Moment Coefficient of Correlation.

Results and Discussions

Problem 1. What are the perceptions of the teachers toward modular distance learning?

Table 1.

Perceptions of the Teachers towards Modular Distance Learning.

Statements	Mean	Standard Deviation	Interpretation
1. The modular distance learning approach helps the pupils improve their self-confidence to do the task by themselves.	2.87	1.10	Moderately Favorable
2. The modular approach provided sufficient time for the pupils to complete their exercises at their own pace.	3.53	1.16	Highly Favorable
3. The assessment given after completing the tasks is appropriate to the pupils' needs.	3.80	0.81	Highly Favorable
4. The Self Learning Module develops the students' critical thinking and problem-solving skills.	3.33	1.12	Moderately Favorable
5. The examples in the Self Learning Modules are contextualized, which the pupils can relate to.	3.60	0.81	Highly Favorable
6. The activities in the module sustain the interest of the pupils.	3.13	0.90	Moderately Favorable
7. Modular learning approach is characterized by flexibility since it provides activities and alternatives	3.43	1.01	Highly Favorable
8. In modular distance learning pupils can discuss the idea among their siblings.	3.20	1.06	Moderately Favorable
9. Modular distance learning increases pupils' retention of learned materials because it is learning by doing.	2.83	0.99	Moderately Favorable
10. Pupils change their behaviors to become more reflective in modular distance learning modality.	2.90	0.92	Moderately Favorable
11. Modular distance learning improves time efficiency.	3.03	0.96	Moderately Favorable
12. Pupils can study at their own pace with modular distance learning,	3.33	1.03	Moderately Favorable
13. Modular distance learning gives freedom to learn anytime, anywhere,	3.70	0.88	Highly Favorable
14. Modular distance learning molds pupils to become independent with their own learning.	3.63	0.96	Highly Favorable
Overall Mean	3.31	0.98	Moderately Favorable

Table 1 shows the perceptions of the elementary school teachers towards the modular distance learning modality. It can be deduced from the table that the teacher-respondents are moderately favorable with the modular distance learning modality during

this new normal as indicated by the overall mean of 3.31 and a standard deviation of 0.98. The highest mean rating of 3.80 with a standard deviation of 0.81 is obtained by the indicator "The assessment given after completing the tasks is appropriate to the pupils' needs." This is closely followed by the statement "Modular distance learning gives freedom to learn anytime, anywhere" with a mean rating of 3.70 and a standard deviation of 0.88. The statement "Modular distance learning molds pupils to become independent with their own learning" with a mean rating of 3.63 and a standard deviation is 0.96 comes next. On the other hand, the findings also revealed the lowest rating mean of 2.83 with a standard deviation of 0.99 is gained by the indicator "Modular distance learning increases pupils' retention of learned materials because it is learning by doing." It comes next to the indicator "The modular distance learning approach helps the pupils improve their self-confidence to do the task by themselves" which acquired a mean rating of 2.87 with a standard deviation of 1.10. It is closely followed by the statement "Pupils change their behaviors to become more reflective in modular distance learning modality" which obtained a mean rating of 2.90 and a standard deviation of 0.90.

The findings imply that the respondents agreed that the assessment given to the pupils are appropriate to the learner's needs and capabilities. In like manner, they also agreed that in modular learning modality there is flexibility because the pupils can do their tasks at their most convenient time. More so, the new modality can develop the learner to become more independent; hence, they are more responsible for their own learning.

The findings find support to Malaya (2020) stressing that modular learning offers personalized teaching that lets learners employ self-learning modules in print, digital format, or electronic copy, whatever is most appropriate for them; the use of modules encourages independent learning. One benefit of utilizing modules for education is that learners develop stronger self-study or learning abilities. Pupils actively participate in studying the module's concepts and get a sense of responsibility as they complete the module's tasks. Learners grow on their own, learning how to learn and become empowered with little or no support from others (Nardo, 2017).

Problem 2. What are the gaps in the implementation of modular distance learning?

Table 2.

The extent of Gap Encountered in the Implementation of Modular Distance Learning

Statements	Mean	Standard De- viation	Interpretation
1. Transaction system between parent and teacher	3.70	0.75	Serious Problem
2. Inactive contact numbers of learners (Access to students)	3.70	0.75	Serious Problem
3. Difficulty in contacting students' parents.	4.13	0.86	Serious Problem
4. Difficulty in validating students' performance	4.10	0.80	Serious Problem
5. Submission of incomplete answers in a particular module	4.03	0.67	Serious Problem
6. Not legible handwriting of a student	4.13	0.87	Serious Problem
7. Low scores of students,	3.70	1.02	Serious Problem
8. Lack of printing materials/scarcity of supplies	3.60	1.10	Serious Problem
Overall Mean	3.89	0.50	Serious Problem

Table 2 demonstrates the gaps in the implementation of modular distance learning. It can be concluded from the table that the teacher-respondents are experiencing a serious problem with the implementation of the modular distance learning modality during this new normal as indicated by the overall mean of 3.89 and a standard deviation of 0.50. The highest mean rating of 4.13 with a standard deviation of 0.86 is gathered by the indicator "Difficulty in contacting students' parents." Similarly, the statement "Not legible handwriting of a student" obtained a rating mean of 4.13 with a standard deviation of 0.87. This is nearly followed by the statement "Difficulty in validating students' performance" with a mean rating of 4.10 and a standard deviation of 0.80. The statement "Submission of incomplete answers in a particular module" with a mean rating of 4.03 and a standard deviation is 0.67 comes respectively. In contrast, the findings present the lowest mean of 3.60 with a standard deviation of 1.10 is gained by the indicator "Lack of printing materials/scarcity of supplies." It followed the statements "Transaction system between parent and teacher" and "Inactive contact numbers of learners (Access to students)" which both acquired the mean rating of 3.70 with a standard deviation of 0.75. Likewise, the statement "Low scores of students" obtained a mean rating of 3.70 and a standard deviation of 1.02.

The findings expressed that the respondents agreed that they are facing serious problems with the implementation of modular distance learning. Generally, they encountered serious problems with the learning performance and outcomes of the pupils as well as the communications with the parents. Therefore, the implementation of modular distance learning modality has significant downsides that need to be firmly addressed.

The findings supported the study by Mahlangu, (2018). It highlighted that the challenges of modular distance learning are the

pedagogical difficulties related to teachers and learners the shortage of organized material, learners' lack of interaction and motivation, and teachers' loss of social and cognitive presence. In addition, according to most educators, as teachers adapt to new normal modular distance learning, they are also facing challenges such as the instructional support from the parents or guardians' because some of them cannot academically teach their children due to their educational background. Another factor is the complexity of assessment; it appears difficult to execute many assessment techniques because modular learning cannot give supervision of the teacher facilitator while conducting tests and generating outcomes, and the authenticity of learners' answers becomes a problem. This restrains an efficient and fair pedagogical practices system (Musingafi, 2015).

Problem 3. What are the opportunities of modular distance learning instructions?

Table 3.
Perceived Opportunities in the Implementation of Modular Distance Learning

Statements	Mean	Standard Deviation	Interpretation
1. MDL provides greater flexibility for students to work at their own pace and review work as needed.	3.43	1.04	Strong Opportunity
2. The engagement capacity of children in modular distance is more convenient.	3.30	0.92	Moderate Opportunity
3. MDL is an excellent chance for teachers to form much stronger connections with parents.	3.33	0.92	Moderate Opportunity
4. Teachers have the chance to develop creative initiatives that help to overcome the limitations of being physically separated.	3.90	0.66	Strong Opportunity
5. Teachers are actively collaborating with one another and at a local level.	3.67	0.71	Strong Opportunity
6. Opportunities for cooperation, creative solutions, and willingness to learn from others and try new tools.	3.53	0.73	Strong opportunity
7. Opportunity to learn in new Ways	3.80	0.55	Strong opportunity
8. Pupils now have the autonomy to take charge of their learning.	3.33	0.92	Moderate Opportunity
9. Pupils can explore new ideas and experiences like never before.	3.37	1.13	Moderate Opportunity
10. Courses that are already in a modular format are ultimately more flexible and easier to convert for delivery in other formats.	3.50	0.90	Strong Opportunity
11. Through MDL the parents now realized their role in their children's learning and education,	4.03	0.72	Strong Opportunity
Overall Mean	3.56	0.58	Strong Opportunity

Table 3 displays the perceived Opportunities in the Implementation of Modular Distance Learning. It can be observed from the table that the teacher-respondents greatly have a strong opportunity with the modular distance learning modality during this new normal as indicated by the overall mean of 3.56 and a standard deviation of 0.58. The highest mean rating of 4.03 with a standard deviation of 0.72 is obtained by the indicator "Through MDL the parents now realized their role in their children's learning and education." This is followed by the statement "Teachers have the chance to develop creative initiatives that help to overcome the limitations of being physically separated." with a mean rating of 3.90 and a standard deviation of 0.66. Consecutively, the statement "Opportunity to learn in new ways" with a mean rating of 3.80 and a standard deviation is 0.55. Nevertheless, the findings exhibited the lowest mean rating of 3.30 with a standard deviation of 0.92 is gained by the indicator "The engagement capacity of children in the modular distance is more convenient." It comes next to the indicators "MDL is an excellent chance for teachers to form much stronger connections with parents" and the statement "Pupils now have the autonomy to take charge of their learning" which both obtained the mean rating of 3.33 with the standard deviation of 0.92. It is followed by the statement "Pupils can explore new ideas and experiences like never before." which gathered a mean rating of 3.37 and a standard deviation of 1.13.

The findings signified that the respondents agreed that there are perceived opportunities in the implementation of modular

distance learning modality. In the same way, the respondents agreed broadly that the modular learning modality provides innovative teaching and learning opportunities for both the learners and the teachers which may support the effectiveness and efficiency of the curriculum system in education.

The findings propose that the implementation of modular distance learning modality has perceived great opportunities because teachers can establish innovative learning and teaching approaches and flexibility in time and space that is easily accessible. They can save time and get significant exposure to even more materials, and enhance good relationships between stakeholders to acquire a meaningful learning experience, and adaptability among teachers (Bondar et al., 2021). Modular learning offers numerous potentials to improve fast (Mahlangu, et al 2018). Academic institutions may now take advantage of this possibility by having their instructors teach and learners study using distant learning methods (Walton et al., 2020). The use of modular learning will put educators and learners to the test to increase problem-solving abilities, critical thinking abilities, and flexibility among learners (Abdel-Maksoud, 2018).

Problem 4. What is the level of implementation of modular distance learning modality?

Table 4.

Level of Implementation of Modular Distance Learning

Statements	Mean	Standard Deviation	Interpretation
1. Parents' capacity of facilitating learning to children	3.33	1.09	Moderately Implemented
2. Parent's participation in following up their children's progress	3.43	0.86	Highly Implemented
3. Compliance by parents in getting and returning the SLMs	3.53	0.94	Highly Implemented
4. Accessibility of learning materials on the Website/Portals	3.10	1.03	Moderately Implemented
6. Completeness of SLMs Distributed/retrieved	3.43	1.07	Highly Implemented
7. Participation of parents/LGU, and other stakeholders	3.63	0.77	Highly Implemented
8. Availability of schedule for distribution/retrieval	3.73	0.79	Highly Implemented
9. Organization/System for distribution/retrieval	3.80	0.76	Highly Implemented
10. Appropriateness of activity/required output	3.63	0.72	Highly Implemented
Overall Mean	3.48	0.69	Highly Implemented

Table 4 above shows the Level of Implementation of the Modular Distance Learning modality. As what has been shown in the table, the teacher-respondents rated the modular distance learning modality as Highly Implemented during this new normal which is indicated by the overall mean of 3.48 and a standard deviation of 0.69. The highest mean rating of 3.80 with a standard deviation of 0.76 is obtained by the indicator "Organization/System for distribution/retrieval." This is followed by the statement "Availability of schedule for distribution/retrieval" with a mean rating of 3.73 and a standard deviation of 0.79. Subsequently, the statement "Participation of parents/LGU, and other stakeholders" with a mean rating of 3.63 and a standard deviation of 0.77. In like manner, the statement "Appropriateness of activity/required output" is obtained with a mean rating of 3.63 and a standard deviation of 0.72. Contrarily, the findings display the lowest mean rating 3.10 with a standard deviation of 0.76 obtained by the indicator "Accessibility of learning." It is followed by the statement "Availability of functional facility/equipment" which gathered a mean rating of 3.17 with a standard deviation of 0.95. Finally, the statement "Parents' capacity of facilitating learning to children" with a mean rating of 3.33 and a standard deviation of 1.09.

The findings indicate that the respondents agreed that the modular distance learning modality is highly implemented. As the assessment manifested, the implementation of the modular distance learning modality is organized and systematized in terms of distributing and retrieving the self-learning modules. Moreover, the parents, LGU, and all stakeholders involved are coordinating regarding the implementation of modular education and thus, it may have established effective and successful outcomes.

The findings are strengthened by the research conducted by the Department of Education (DepEd), based on the study, modular learning is the most popular type of distance learning. This learning model has been implemented by all public schools in the Philippines, since learning through printed and digital modules appeared as the most preferred distance learning approach by the parents

of the children, as stated by Bernardo (2020). Modular distance learning is a significant response to the continuity of education due to the pandemic. Each school has a responsibility to pursue education and fulfill its objective and vision of delivering high-quality education to all Filipino learners. The effectiveness of the program is based on continuous educational innovation and active engagement from all parties concerned (Irasga, 2021).

Problem 5. Is there a significant relationship between the level of implementation, perceptions, gaps, and opportunities in implementing modular distance learning?

Table 5.

Correlation Analysis between Level of Implementation and Perception, Gaps, and Opportunities

Independent Variables	Correlation Coefficient (r)	Probability	Interpretation	Decision on Ho
Perceptions	0.387*	0.035	Low Relationship	Reject
Gaps	0.094	0.620	Very Low Relationship	Accept
Opportunities	0.548**	0.002	Moderate Relationship	Reject

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

It is presented in the table above that teacher respondents' perceptions have a low relationship with the level of implementation of modular learning. This is signified by the p-value obtained of 0.035 which was less than the significance alpha of 0.05. This implies that the perceptions of the respondents have a significant relationship with the level of implementation of modular distance learning thus, the null hypothesis is rejected.

On the other hand, the gaps were observed to have a very low relationship to the level of implementation of modular distance learning as evident by the acquired p-value of 0.620 which was greater than the significance alpha of 0.05. From this, the gaps have no significant relationship with the level of implementation of modular distance learning hence, the null hypothesis is accepted.

Subsequently, the independent variable opportunities as displayed in the table above were revealed to have a moderate relationship with the level of implementation of modular learning. This is represented by the p-value gathered at 0.002 which was less than the significance alpha of 0.05. This means that opportunities have a significant relationship with the level of implementation of modular distance learning; thus, the null hypothesis is rejected.

Conclusions

Based on the significant findings of the study, the following conclusions were drawn:

The teachers are having a positive attitude toward modular distance learning and find this modality more flexible and favorable to learners amidst this pandemic.

The serious challenges attained by the teachers in the implementation of modular distance learning amidst the pandemic: difficulty in contacting students' parents; non-legible handwriting of a student; and difficulty in validating students' performance.

Teachers perceived strong opportunities for modular learning, which offers several opportunities to generate new learning and understanding that improves teachers' delivery and instruction, as well as the development of learning materials.

The teachers rated modular learning as highly implemented in terms of distributing and retrieving the modules, and the involved parties are cooperating. It indicates that the implementation of modular learning has been established effectively.

The perceptions of the teachers and the perceived opportunities are statistically related to the level of implementation of modular distance learning. This implies that the more positive the teachers' attitude toward modular learning, the fewer challenges they may encounter. On the contrary, the gaps encountered by the teachers are not statistically related to the level of implementation of modular learning. This can be associated with the fact that the teachers are in favor of utilizing printed learning modules.

Recommendations

The researchers make the following recommendations to optimize the quality of implementation of modular distance learning for its learners, teachers, and all stakeholders involved.

1. The researchers may have recommended integrating the modular learning and blended learning instructions as it involves learning by doing; thus, the pupils are encouraged to have active participation in the accessible resources which help them to boost their self-confidence and ability to digest what they have learned from the lesson.

2. It is recommended that an intervention can be made by creating an online group chat on the social media platform that allows the parents, pupils, and teachers to communicate with each other and be able to regularly get updated on all the activities and concerns related to their lessons which can help the pupils to be guided accordingly by the parents and teachers.

3. Modular distance learning may be enhanced by incorporating a blended learning approach. It helps to increase the engagement capacity and skills of the pupils with digital learning practices which assist them to enhance their learning outcomes it is also an efficient method of achieving instructional objectives and improves communication between parents and teachers, as well.

4. Outsourcing from the local government units may be suggested by researchers to Basic Education schools for donations or solicitation as financial assistance to purchase additional learning materials such as computers for the institution. And also, with digital learning resources, parents may have the opportunity to improve their learning experience to facilitate their children.

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