

Teachers' Challenges in Modular Learning Modality

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Abstract

With careful planning, support, and ongoing professional development, teachers can effectively implement modular learning to meet the diverse needs of their students. Along this line, this study aimed to determine the degree of the teachers' challenges in the modular learning modality (MLM) of two secondary schools in Negros Oriental during the school year 2021–2022. Data for this study was collected from 52 respondents using a self-made 30-item survey questionnaire that has passed rigorous validity and reliability tests. The study's findings revealed, among others, a significant difference in the challenges teachers encountered in implementing MLM in module preparation, parental involvement, and performance tasks. This study calls for ample budgetary allocation for material and school equipment in the reproduction of modules to all grade levels, related training, and upskilling of teachers who have potential writers of the module and alternative delivery mode (ADM) within the district.

Keywords: *Education, teachers' challenges, modular learning modality*

Introduction

Nature of the Problem

With the advent of the COVID-19 pandemic, the educational system in the Philippines shifted to a new normal that meets challenges. For those in rural communities with limited internet connectivity, the modular distance learning (MDL) modality is implemented. MDL is prepared by teachers in printed modules that include learning tasks and activities as competencies. Teachers guided parents to support the learning process of their children in elementary grade levels, Anzaldo (2021). In addition, Carbardo et al. (2022) noted that some teachers' challenges with MDL include time-consuming tasks, incomplete and unanswered modules, inadequate parental support, and insufficient teacher training.



The researcher observed that public secondary school teachers in Negros Oriental encountered challenges as they shifted to the new normal. The researcher noticed that teachers were challenged with the supplies of materials for module printing, parents were hesitant to cooperate, and some learners needed to be more compliant in the submission of performance tasks and outputs. These issues motivated the researcher to conduct a study. He believed that resolving these issues would benefit the learners in the future.

Current State of Knowledge

This section highlights the three critically important areas of this study – module preparation, parental involvement, and performance tasks.

Boctulan (2021) studies the challenges encountered by the teachers in preparing self-learning modules: Basis for an intervention plan, a descriptive study that utilizes the responses of 46 regular teachers in one of the National High Schools in Negros Occidental. Results revealed that in learning, teachers experienced insufficient modules coming from the central office; in learning facilities and equipment, they encountered inadequate facilities to cater to the needs of teachers in module reproduction; in learning resources, the results reveal that self-learning modules (SLMs) contents are limited discussion in which learners cannot fully comprehend. In contrast, in learning content, the respondents indicate that modules are booklets designed with small-sized fonts that learners cannot read clearly. Also, when the challenges are grouped in the variables on age, sex, average family income, and highest educational attainment, results reveal that age and sex are moderate degrees. Still, female respondents in learning content have low degrees. In the family income, higher income has a moderate degree, while low income has a low degree in facilities and equipment and learning content. In contrast, the highest educational attainment reveals a moderate degree. There were no significant differences in the level of challenges in learning when grouped according to age, sex, and highest educational attainment, as in learning facilities and equipment and area of learning content. Still, there was no significant difference in terms of average family income. In beholding the teachers' challenges in preparing SLMs, school heads should address the needs and supports. The author further recommends creating a committee for SLM's resources and materials, and the school can allocate funds for committee members.

The challenges teachers face in remote areas during the COVID-19 pandemic were conducted by Ujianti (2020). The respondents to this



study were twenty Indonesian teachers at the primary and secondary levels in remote areas. To determine the degree of challenges these teachers face, questionnaires were distributed through Google Forms and phone calls. Results show students have limited gadgets, internet connectivity, and internet costs. These observed issues are the reasons for student difficulties in completing assignments, absences during home visitations, parental support, and government support.

A study on the challenges encountered by secondary school teachers in the new normal: basis for an intervention plan conducted in a national high school in a municipality of Iloilo Province. The study has areas in learning delivery mode, parents' involvement, and LGU support. Results reveal that all areas are rated as moderate. Both younger and older teachers encountered moderate degrees in areas of learning delivery mode and parents' involvement; however, in the area of LGU support, challenges encountered by teachers are low degree, while older teachers are moderate degree. In areas of learning delivery mode and parents' involvement, both shorter and longer in-service teachers have moderate degrees. In LGU support, shorter in-service teachers have low degrees, while longer ones have a moderate degree. When the mentioned variables were grouped according to age, highest educational attainment, and length of service, it revealed that there was no significant difference. The researcher concluded that teachers have a hard time checking the output of self-learning modules (SLMs) and parents' involvement, teachers spend longer waiting for parents to pick up and return the SLMs, and in LGU support, teachers are involved in participating in community-based programs as part of public education services. He further recommended that these problems encountered should be given attention to facilitate the effectiveness of teachers' lesson delivery, and the Division Office should monitor and evaluate the challenges teachers encounter (Haro, 2021).

Rivera (2021), in his study, discusses the difficulties encountered by teachers in the implementation of distance learning in the new normal: the basis for an enhanced learning continuity plan, measured in the areas of instructional material preparation and learning delivery. Results revealed that instructional material preparation and learning delivery are both high degrees. However, instructional material preparation has the highest score, while learning delivery has the lowest. When grouped according to the variables, results showed that both areas are high degrees. However, instructional materials preparation had the highest score, while learning delivery had the lowest score. The test of significant differences in the variables mentioned above according to age, highest educational attainment, and length of service reveals no



significant differences. He further recommended that the learning delivery be practiced—the parents must come to school to pick up or return the modules, learners' assessments, and output. Parents in the same schools can be organized into small groups and have rotational schedules for pick-ups and the return of the modules since movements are limited.

Additionally, Oranggaga (2022) studied challenges and prospects in teaching grammar using modular distance learning in Marawi City. The study employed the descriptive research design through questionnaires in the interviews and focus group discussions of 30 English teachers' respondents in private schools in Marawi City. Findings showed that challenges encountered are students' attitudes in understanding grammar, the allotted time differs from face-to-face instruction, credibility of answered assessment, internet connectivity, social media platform literacy, defiance of assessment's purpose due to module formats, negative student perception of the feedback coming from teachers, voluminous workloads that affect systematic module release and retrieval, and attention span versus disturbances. In conclusion, the author concluded that the education institution in Marawi City needs to prepare to engage in distance education for all academic levels. There is a need for teachers to cope with the advent of fast-paced educational trends. The participants agreed that teaching English grammar face-to-face can provide better academic performance, self-discipline, and motivation to achieve the learning goals than the modular mode of instruction since both the students and teachers have experienced challenges.

Theoretical Underpinnings

The study's foundation is the Challenge and Response Theory that Albert J. Toynbee developed in his colossal work "A Study of History," which appeared in several volumes between 1934 and 1961. It claimed that how civilizations respond to various difficulties and crises over the course of their existence determines their fate. Toynbee described challenges as unforeseen events or incidents, which include the threats brought by the COVID-19 pandemic. These challenges significantly affect and impact the welfare of the entire community, putting the present system in jeopardy and not the educational system in the country.

This theory applies to the present study since the pandemic has brought various challenges to teachers in module preparations, parental involvement, and learners' performance tasks in implementing modular learning modality. A sudden shift from face-to-face mode instructions to



printed modular learning modality challenges the teaching and learning process. It further relates to the study since it exposes the effectiveness of policies, orders, and circular memoranda from the Department of Education implemented by the teachers in the frontlines.

Objectives

This study aimed to determine the degree of teachers' challenges in the modular learning modality in Negros Oriental during the school year 2021–2022. Specifically, it sought to determine: 1) the degree of challenges teachers encountered in the implementation of MLM based on module preparation, parental involvement, and performance tasks; 2) the degree of challenges encountered during the implementation of the MLM when grouped according to module preparation, parental involvement, and performance tasks; and 3) the significant difference, if any, in the challenges teachers encountered in MLM based on module preparation, parental involvement, and performance tasks.

Hypothesis

There is no significant difference in the challenges teachers encounter in MLM implementation when grouped according to selected variables.

Methodology

This chapter deals with the research design, the locale of the study, the respondents involved, and the research instrumentation. It equally covers the validity and reliability of the research, the data-gathering procedure, and the statistical tools used in analyzing the data.

Research Design

This study used a descriptive research design that aimed to determine the degree of teachers' challenges in MLM in one of the districts in Negros Oriental during the school year 2021–2022. In the words of Kothari (2004), descriptive research includes surveys and fact-finding inquiries of different kinds that exist at present. Social science and business research is termed *ex post facto*, which means the researcher seeks to measure the frequency of shopping, preferences, and similar data. The researchers in this research will attempt to discover something even when they cannot control the variables. Descriptive research is a method used to describe existing phenomena as accurately



as possible. If the observed phenomena exist, it is necessary to collect the data through research instruments such as tests, questionnaires, interviews, or even observations (Atmowardoyo, 2018).

Study Respondents

The study respondents were fifty-two, the total enumeration of teachers in public secondary schools of the district involved.

Instrument

To gather the needed data, this study used a self-made questionnaire divided into two parts: Part 1 contained the personal information on respondents' demographic profiles; Part 2 contained the 30-line items that served as questions to teachers involved in MLM. There were ten-line items each for module preparation, parental involvement, and performance tasks. The questionnaires were gathered, and the results were recorded, analyzed, and treated. The respondents were asked to rate each item using the five-point Likert scale, which contains the following scores: 5 – Always; 4 – Often; 3 – Sometimes; 2 – Rarely; and 1 – Almost Never.

Validity

Validity is the extent to which interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve (Kimberlin and Winterstein, 2008). Three validators were requested to validate the research instrument through face and content validation. The items in the questionnaires were presented to the three experts in the field of education and research. Due to the pandemic, the validation tools were sent via email. All validators are doctorate degree holders. The first is the Vice President for Academics in a private higher education institution, the second is a public school's district supervisor, and the third is a school principal. The research instrument adapted the criteria Carter V. Good and Douglas E. Scates developed to evaluate the survey questionnaires.

The interpretations were as follows: Excellent (4.04 – 5.00); Very Good (3.28 – 4.03); Good (2.52 – 3.27); Poor (1.76–2.51); Very Poor (1.00 – 1.75). The validity result was interpreted as excellent, with a value of 4.67.

Reliability



In the words of Kimberlin and Winterstein (2008), reliability estimates and evaluates the stability of measures, internal consistency of measurement instruments, and interrater reliability of instrument scores. Since the research instrument is self-made, reliability was established using Cronbach's Alpha. It is used whenever the researcher has items that are not scored simply as right or wrong. measures internal consistency on how it relates to the items as a whole and measures scale reliability. A high value for alpha does not imply that the measure is unidimensional.

Reliability was established through a dry run of 30 teachers in one of the national high schools outside the district where the study is conducted. These teachers were not among the actual respondents of the study. The reliability index for teachers' challenges in modular learning modality is 0.950, greater than 0.70, and declared excellent.

Data Gathering Procedure

The researcher followed the standard protocol set by the superintendent by securing clearance from the school heads and district Supervisor which raised no objections in the schools involved in this study. It was duly approved by the said office upon submission of the required clearances. The researcher utilized various digital platforms, such as email, the Messenger app, and Google Forms, due to the pandemic, in which face-to-face communication is discouraged. The data from the teachers' responses were tallied and tabulated using the appropriate statistical tools. A coding manual helped to transform the raw data into numerical code. This allowed computer processing, statistical derivations, and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used to process the encoded data in the computer.

Ethical Considerations

The study strived hard to minimize the risk of harm to its target respondents by having their responses kept confidential and protecting their anonymity in the entire process under R.A. 10173, otherwise known as the Data Privacy Act of 2012.

Procedures For Data Analysis and Statistical Treatment

Objectives 1 to 2 used the descriptive analytical scheme and mean as a statistical tool to determine the degree of teachers' challenges in MLM in module preparation, parental involvement, and performance



tasks when grouped according to the just-mentioned variables. Using the comparative analytical scheme, Objective 3 found the significant difference in the challenges teachers face in MLM when they are grouped by the variables that were mentioned. The study's hypothesis will be rejected if the p-value is $\leq .05$.

Results and Discussion

This section presents, analyzes, and interprets the data gathered.

Teachers' Challenges in Modular Learning Modality Based on Module Preparation, Parent Involvement, and Performance Tasks

The first objective aimed to determine the degree of teachers' challenges in modular learning modality in module preparation, parental involvement, and performance tasks.

Table 1

Teachers' Challenges in Modular Learning Modality in Module Preparation

Item	Mean	Interpretation
1. lack of materials like coupon bond/printer inks.	2.85	Moderate Degree
2. am unable to avail of MOOE for immediate use.	2.75	Moderate Degree
3. cannot access sources for module contents online.	2.04	Low Degree
4. have no training on how to create modules.	2.60	Moderate Degree
5. experience slower coordination between co-teachers.	2.40	Low Degree
6. lack the expertise to reproduce more modules.	2.23	Low Degree
7. lack of enough time to gather instructional materials.	2.63	Moderate Degree
8. cannot provide learners' most essential learning competency needs.	2.13	Low Degree
9. don't have the expertise to evaluate if my module is effective or not.	2.33	Low Degree
10. cannot easily access standardized modular contents.	2.62	Moderate Degree
Overall Mean	2.46	Low Degree

Table 1 shows teachers' challenges in modular learning modality in Module Preparation with an overall mean of 2.46, interpreted as a low degree. When items were examined thoroughly, the highest mean score was found in item no. 1, stating that as a teacher, I am challenged when we lack materials like coupon bonds or printer inks, with a score of 2.85, interpreted as a moderate degree. Item no. 3 was found to have the lowest mean score of 2.04, which states that as a teacher, I am challenged when I cannot access sources for module contents online, interpreted as low degree. This means that the supply of materials like coupon bonds and printer inks was inadequate during the pandemic due to unexpectedly high demand and low supply affected by movement restrictions. The study by Boctulan (2021), which claims that teachers experienced a lack of modules coming from the central office and a lack



of facilities to meet their needs in modular printed modalities, lends support to this implication.

Table 2

Teachers' Challenges in Modular Learning Modality in Parental Involvement

Item	Mean	Interpretation
1. not unified in returning or receiving the modules.	2.77	Moderate Degree
2. not observing health protocols during distribution and retrieval.	2.31	Low Degree
3. not conscious of the schedule announcements of the school,	2.67	Moderate Degree
4. not compliant with agreed schedules.	2.83	Moderate Degree
5. lack of proper initiatives to communicate with the teachers.	2.63	Moderate Degree
6. late in receiving and returning their children's modules.	2.79	Moderate Degree
7. not cooperating with other policies on modules.	2.46	Low Degree
8. not flexible in complying with schedules in submitting their children's outputs.	2.60	Moderate Degree
9. not engaged in helping their children's lessons at home.	2.83	Moderate Degree
10. non-participative in planning safety protocols in getting modules.	2.35	Low Degree
Overall Mean	2.62	Moderate Degree

Table 2 shows teachers' challenges in the modular learning modality in parental involvement, with an overall mean of 2.62, interpreted as a moderate degree. Items 4 and 9 have the highest mean scores of 2.83 assessed by the teacher, which states, I encounter challenges when parents are not compliant with the agreed schedules and when parents are not engaged in helping their children's lessons at home, both interpreted as a moderate degree, while item 2 has the lowest mean score of 2.31. As a teacher, I encounter challenges when parents are not observing health protocols during distribution and retrieval, both of which are interpreted as a low degree. Results imply that parents cannot come to school since they also work hard to provide for daily needs to survive their families during the pandemic. Parents in those times are afraid to be tested as positive. The implications agree with Haro (2021) that teachers spend longer waiting for parents to pick up and return the modules, which hurts the teachers' performance.

Table 3

Teachers' Challenges in Modular Learning Modality in Performance Task

Item	Mean	Interpretation
1. Some assessments are not content-based.	1.94	Low Degree
2. Teachers don't provide key answers to questionnaires.	1.92	Low Degree
3. Some teachers do not use assessment results for content discussion.	1.90	Low Degree
4. Assessment results are not used as basis for individual	1.90	Low Degree



coaching.		
5. Not all exam results are relayed to parents.	2.21	Low Degree
6. Feed-backing of exam results is not always followed.	2.38	Low Degree
7. There is no regular assessment schedule.	2.06	Low Degree
8. Standardized assessment is not being used.	1.87	Low Degree
9. Some learners are unable to catch up with assessment targets.	2.63	Moderate Degree
10. There is a credibility issue on the results of the assessments.	2.23	Low Degree
Overall Mean	2.11	Low Degree

Table 3 shows the teachers' challenges in modular learning modality in performance tasks with an overall mean score of 2.11, interpreted as a low degree. Item 9 has the highest mean score of 2.63, which posts that as a teacher, I encounter challenges when some learners are unable to catch up with assessment targets, interpreted as a moderate degree, while the lowest mean score of 1.87, interpreted as low degree is item no. 8, which says as a teacher, I encounter challenges when standardized assessment is not being used, interpreted as low degree. Results imply that learners need reading comprehension to understand the lesson clearly since no family member can assist due to their educational backgrounds. This agrees again with Boctulan (2021) that self-learning modules contain limited discussion on topics in which the learners cannot fully comprehend the lessons' concepts, and some of the modules are booklet designed where fonts are small, and learners cannot read them clearly.

Teachers' Challenges in Modular Learning Modality in Module Preparation, Parent Involvement, and Performance Tasks when Grouped According to Just Mentioned Variables

The second objective aimed to determine the degree of teachers' challenges in modular learning modality in module preparation, parental involvement, and performance tasks when grouped according to the just mentioned variables.

Table 4

Teachers' Challenges in Modular Learning Modality in Module Preparation when Grouped According to Age

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. lack materials like coupon bond/printer inks.	3.04	Moderate Degree	2.63	Moderate Degree
2. am unable to avail of MOOE for immediate use.	2.68	Moderate Degree	2.83	Moderate Degree
3. cannot access sources for Module Contents online.	2.00	Low Degree	2.08	Low Degree
4. have no training on how to create modules.	2.57	Moderate Degree	2.63	Moderate Degree



5. experience slower coordination between co-teachers.	2.32	Low Degree	2.50	Moderate Degree
6. lack the expertise to reproduce more modules.	2.14	Low Degree	2.33	Low Degree
7. lack enough time to gather instructional materials.	2.61	Moderate Degree	2.67	Moderate Degree
8. cannot provide learners' most essential learning competency needs.	2.00	Low Degree	2.29	Low Degree
9. don't have the expertise to evaluate if my module is effective or not.	2.25	Low Degree	2.42	Low Degree
10. cannot easily access standardized modular contents.	2.54	Moderate Degree	2.71	Moderate Degree
Overall Mean	2.41	Low Degree	2.51	Moderate Degree

Table 4 shows teachers' challenges with modular learning modality in module preparation according to age. The overall mean for younger teachers is 2.41, which is interpreted as a low degree, while older teachers have an overall mean of 2.5, interpreted as a moderate degree. The highest mean assessed by younger teachers is item no. 1 posted as a teacher, I am challenged when there is a lack of materials like coupon bonds/printer inks, with 3.04, interpreted as a moderate degree while the lowest mean score is 2.00 interpreted as a low degree in items 3 and 8, which post as a teacher, I cannot access sources for module content online and cannot provide learners with their most essential learning competency needs. Older teachers assessed item no. 2 as the highest mean of 2.83, interpreted as the moderate degree, which posted as a teacher, I am challenged when unable to avail of MOOE for immediate use, while item no.3, which posts as a teacher, I cannot access sources for module content online is the lowest mean of 2.08 interpreted as low degree. The results imply that the unavailability of MOOE for immediate use is affected by the annual procurement plan (APP), in which indications of items to procure by the school have been decided a year before the pandemic. Thus, budgets for procuring bond papers, inks, and printers were not included. Undeniably, school administrators have been requesting realignments, and if granted, fund allocations still need to be increased in public schools. Implication again agrees with Boctulan (2021) that teachers needed modules from the central office and equipment to prepare SLMs. School heads can act on addressing the needs and support to strengthen the SLM preparations. She further recommends creating a committee for SLM's resources materials, and the school can allocate funds for committee members.

Table 5

Teachers Challenges in Modular Learning Modality in Parental Involvement when Grouped According to Age

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
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1. not unified in returning or receiving the modules.	2.68	Moderate Degree	2.88	Moderate Degree
2. not observing health protocols during distribution and retrieval.	2.25	Low Degree	2.38	Low Degree
3. not conscious of the schedule announcements of the school,	2.54	Moderate Degree	2.83	Moderate Degree
4. not compliant with agreed schedules.	2.71	Moderate Degree	2.96	Moderate Degree
5. lack proper initiatives to communicate with the teachers.	2.61	Moderate Degree	2.67	Moderate Degree
6. late in receiving and returning their children's modules.	2.64	Moderate Degree	2.96	Moderate Degree
7. not cooperating with other policies on modules.	2.43	Low Degree	2.50	Moderate Degree
8. not flexible complying with schedules in the submission of their children's outputs.	2.46	Low Degree	2.75	Moderate Degree
9. not engaged in helping their children's lessons at home.	2.79	Moderate Degree	2.88	Moderate Degree
10. non-participative in planning safety protocols in getting modules.	2.25	Low Degree	2.46	Low Degree
Overall Mean	2.54	Moderate Degree	2.73	Moderate Degree

Table 5 shows the teachers' challenges in modular learning modality in parental involvement, with 2.54 overall mean interpreted as a moderate degree for younger teachers while the older teacher's 2.73 interpreted as a moderate degree. The highest mean assessed by younger teachers is item no. 9, which states as a teacher, I am challenged when parents are not engaged in helping their children's lessons at home with a score of 2.79, interpreted as moderate degree. At the same time, the lowest mean score is 2.25 interpreted as low degree in items nos. 2 and 10 which states as a teacher I encountered challenges when parents are not observing health protocols during distribution and non-participative in planning safety protocols in getting modules. The highest mean score of older teachers is items 4 and 6 posted as a teacher; I encountered challenges when parents is not compliant with agreed schedules and were late in receiving and returning their children's modules with a mean score of 2.96, interpreted as a moderate degree while item no.2 states that as a teacher, I encountered challenges when parents were not observing health protocols during distribution is the lowest mean score of 2.38 interpreted as low degree. The results imply that parents are working hard to provide for the daily needs of their families; they are afraid to be tested positive when there is no assurance of vaccine effectiveness, and some of the parents have no proper educational background. The implications agree with Ujianti (2020) that the challenge to students' discipline is low motivation in the completion of



assignments, absence during teacher visitation at home, and lack of parental support.

Table 6

Teachers' Challenges in Modular Learning Modality in Performance Task when Grouped According to Age.

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. Some assessments are not content based.	1.96	Low Degree	1.92	Low Degree
2. Teachers don't provide key answers to questionnaires.	2.00	Low Degree	1.83	Low Degree
3. Some teachers are not using assessment results as basis for content discussion.	1.93	Low Degree	1.88	Low Degree
4. Assessment results are not used as basis for individual coaching.	1.86	Low Degree	1.96	Low Degree
5. Not all results of exams are relayed to parents.	2.32	Low Degree	2.08	Low Degree
6. Feed-backing of exam results is not always followed.	2.39	Low Degree	2.38	Low Degree
7. There is no regular assessment schedule.	2.14	Low Degree	1.96	Low Degree
8. Standardized assessment is not being used.	1.93	Low Degree	1.79	Low Degree
9. Some learners are unable to catch up with assessment targets.	2.64	Moderate Degree	2.63	Moderate Degree
10. There is a credibility issue on the results of the assessments.	2.14	Low Degree	2.33	Low Degree
Overall Mean	2.13	Low Degree	2.08	Low Degree

Table 6 shows teachers' challenges in modular learning modality in performance tasks with an overall mean of 2.13 assessed by younger teachers and 2.08 for older teachers, both interpreted as low degree. The highest mean score assessed by younger teachers is item no. 9, which says as a teacher, I am challenged when some learners are unable to catch up with assessment targets, scored 2.64, interpreted as a moderate degree. In contrast, item no. 4 posts as a teacher I am challenged when assessment results are not used as the basis for individual coaching with a mean score of 1.86 interpreted as a low degree. The highest mean score assessed by older teachers is item no. 9, which says as a teacher, I am challenged when some learners are unable to catch up with assessment targets, scored 2.63, interpreted as a moderate degree. In contrast, item no. 8 posts as a teacher I am challenged when the standardized assessment is not being used is the lowest mean with a score of 1.79 interpreted as low degree. The results imply that individual coaching is ineffective in public school settings, considering that the population size in a section and the subjects loaded per teacher is greater than the recommendation; movements and in-person meetings are prohibited



during a pandemic, and learners need reading comprehension modules. This correlates to the study of Oranggaga (2022), in which the challenges encountered by English teachers are students' attitudes in understanding grammar, the allotted time differs from the face-to-face instruction, credibility of answered assessment, internet connectivity, social media platforms literacy, defiance of assessment's purpose due to module formats, negative student perception on the feedback coming from teachers, voluminous workloads that affect systematic module release and retrieval, and attention span versus disturbances.

Table 7

Teachers' Challenges in Modular Learning Modality in Module Preparation when Grouped According to Civil Status

Categories	Single Mean	Interpretation	Married Mean	Interpretation
1. lack materials like coupon bond/printer inks.	3.20	Moderate Degree	2.36	Low Degree
2. am unable to avail of MOOE for immediate use.	2.80	Moderate Degree	2.68	Moderate Degree
3. cannot access sources for Module Contents online.	1.90	Low Degree	2.23	Low Degree
4. have no training on how to create modules.	2.37	Low Degree	2.91	Moderate Degree
5. experience slower coordination between co-teachers.	2.43	Low Degree	2.36	Low Degree
6. lack the expertise to reproduce more modules.	2.10	Low Degree	2.41	Low Degree
7. lack enough time to gather instructional materials.	2.50	Moderate Degree	2.82	Moderate Degree
8. cannot provide learners' most essential learning competency needs.	1.77	Low Degree	2.64	Moderate Degree
9. don't have the expertise to evaluate if my module is effective or not.	2.13	Low Degree	2.59	Moderate Degree
10. cannot easily access standardized modular contents.	2.53	Moderate Degree	2.73	Moderate Degree
Overall Mean	2.37	Low Degree	2.57	Moderate Degree

Table 7 shows the teachers' challenges in modular learning modality in module preparation according to civil status. The overall mean score rated by the single teacher is 2.37, interpreted as a low degree, and 2.57, interpreted as a moderate degree by the married teachers. The highest mean score of 3.20, interpreted as a moderate degree rated by the single teacher, is item 1, which states as a teacher, I am challenged when there is a lack of materials like coupon bond/ printer inks in contrast, item 8 which states as a teacher, I am challenged when I cannot provide learners' most essential competency needs is the lowest mean of 1.77 interpreted as low degree. The highest mean score rated by married teachers is item no. 4, which states that as



a teacher, I am challenged when I have no training on how to create modules with a score of 2.91, which is interpreted as a moderate degree, while item no. 3 says that as a teacher, I am challenged when I cannot access sources for module content online, which has the lowest mean of 2.23, which is interpreted as a low degree. The results imply that since all are caught unprepared and surprised by the advent of the pandemic, not all teachers are trained except those in the production of ADM, and budget allotment for the procurement of coupon bonds, printers, and printer inks is not included in APP since preparation happens a year before the current school year. This implication accepts the study of Rivera (2021) that instructional materials preparation has a high degree of difficulty encountered by teachers in implementing distance learning in the new normal.

Table 8

Teachers' Challenges in Modular Learning Modality in Parental Involvement when Grouped According to Civil Status

Categories	Single Mean	Interpretation	Married Mean	Interpretation
1. not unified in returning or receiving the modules.	2.73	Moderate Degree	2.82	Moderate Degree
2. not observing health protocols during distribution and retrieval.	2.30	Low Degree	2.32	Low Degree
3. not conscious of the schedule announcements of the school,	2.57	Moderate Degree	2.82	Moderate Degree
4. not compliant with agreed schedules.	2.87	Moderate Degree	2.77	Moderate Degree
5. lack proper initiatives to communicate with the teachers.	2.63	Moderate Degree	2.64	Moderate Degree
6. late in receiving and returning their children's modules.	2.80	Moderate Degree	2.77	Moderate Degree
7. not cooperating with other policies on modules.	2.43	Low Degree	2.50	Moderate Degree
8. not flexible complying with schedules in the submission of their children's outputs.	2.47	Low Degree	2.77	Moderate Degree
9. not engaged in helping their children's lessons at home.	2.97	Moderate Degree	2.64	Moderate Degree
10. non-participative in planning safety protocols in getting modules.	2.37	Low Degree	2.32	Low Degree
Overall Mean	2.61	Moderate Degree	2.64	Moderate Degree

Table 8 shows the teachers' challenges in modular learning modality in parental involvement when grouped according to civil status. The overall mean score rated by single teachers is 2.61 and 2.64 by the married teachers, both interpreted as a moderate degree. The highest mean score given by single teachers is item no. 9, which states as a



teacher, I am challenged when parents are not engaged in helping their children's lessons at home, rated 2.97 interpreted as a moderate degree. In contrast, item no. 2, which posts not observing health protocols during distribution and retrieval, has the lowest mean score of 2.30, interpreted as low degree. The highest mean assessed by married teachers with a score of 2.82, interpreted as a moderate degree both in items nos. 1 and 3, which posts that as a teacher, I am challenged when parents are not unified in returning or receiving the modules and not conscious of the schedule announcement of the school while lowest mean scores are in item no. 2 and 10 which posts as a teacher I am challenged when parents are not observing health protocols during distribution and retrieval and non-participative in planning safety protocols in getting modules with tie mean scores of 2.32 interpreted as low degree. Results implied that parents could not personally meet on agreed schedules considering their geographical home locations, restrictions of movements, working to survive their families, and being afraid to be tested positive. The implications agree again with Haro (2021), who mentioned that teachers spend longer waiting for parents to pick up and return the modules, which hurts the teachers' performance.

Table 9

Teachers' Challenges in Modular Learning Modality in Performance Tasks when Grouped According to Civil Status

Categories	Single Mean	Interpretation	Married Mean	Interpretation
1. Some assessments are not content based.	1.93	Low Degree	1.95	Low Degree
2. Teachers don't provide key answers to questionnaires.	2.07	Low Degree	1.73	Low Degree
3. Some teachers are not using assessment results as basis for content discussion.	1.90	Low Degree	1.91	Low Degree
4. Assessment results are not used as basis for individual coaching.	1.93	Low Degree	1.86	Low Degree
5. Not all results of exams are relayed to parents.	2.20	Low Degree	2.23	Low Degree
6. Feed-backing of exam results is not always followed.	2.47	Low Degree	2.27	Low Degree
7. There is no regular assessment schedule.	2.17	Low Degree	1.91	Low Degree
8. Standardized assessment is not being used.	1.80	Low Degree	1.95	Low Degree
9. Some learners are unable to catch up with assessment targets.	2.60	Moderate Degree	2.68	Moderate Degree
10. There is a credibility issue on the results of the assessments.	2.17	Low Degree	2.32	Low Degree
Overall Mean	2.12	Low Degree	2.08	Low Degree



Table 9 shows teachers' challenges in modular learning modality in performance tasks; the overall mean rated by single teachers is 2.12 and 2.08 by married teachers, both interpreted as low degrees. The highest mean score rated by single teachers is item no. 9, which says as a teacher, I am challenged when some of the learners are unable to catch up with assessment targets, which have scores of 2.60, interpreted as a moderate degree. At the same time, the lowest mean score is item no. 8 which says as a teacher, I am challenged when the standard assessment is not being used with the mean score of 1.80 interpreted as low degree. The highest mean rated by married teachers is item no. 9 posts as a teacher, I am challenged when some of the learners are unable to catch up with assessment targets, which have scores of 2.68, interpreted as moderate degree, while the lowest mean is item no. 2 which post as a teacher, I am challenged when teachers do not provide key answers to questionnaires with a mean of 1.73 interpreted as low degree. Results implied that learners' understanding, reading comprehension, and other learning inabilities affected their performance in the assessment outcome, noting that key answers were provided at the back part of the modules, specifically mathematics, science, and other core subjects. This agrees with Ujianti (2020), who states that teachers' challenges include students' discipline, low motivation in the completion of assignments, and absence during the teacher's visitation at home.

Test of Difference in the Teachers' Challenges in MLM in Module Preparation, Parent Involvement, and Performance Task when Grouped according to Selected Variables

The third objective aimed to determine the significant difference in the Teachers' Challenges in MLM when grouped and compared according to the variables.

Table 10

Test of Difference in Module Preparation when Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	28	25.32	303.00	.544	0.05	Not Significant
	Older	24	27.88				
	Single	30	24.37				
Civil Status	Married	22	29.41	266.00	.235		Not Significant

Table 10 shows the test of difference levels in module preparation when grouped according to the just mentioned variables. When grouped



according to age, the obtained Mann-Whitney U test was 303.00 with a p -value of 0.544, which is greater than 0.05 level of significance, interpreted as not significant. When grouped according to civil status, the obtained Mann-Whitney U test was 266.00 with a p -value of 0.235, which is greater than 0.05 level of significance, interpreted as not significant. The hypothesis stating that there is no significant difference in the MLM implementation in module preparation when grouped and compared according to age and civil status was therefore accepted. This implied that teachers' challenges in MLM implementation in module preparation, when grouped according to age and civil status, do not significantly affect their resiliency level and job performance in preparations, distributions, and retrieval of modules. Boctulan (2021) supports this result when he reported no significant difference in the challenges encountered by the teachers in preparing self-learning modules in learning facilities, and learning content when grouped according to age, sex, and highest educational attainment.

Table 11

Test of Difference in Parental Involvement when Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	28	24.84	289.50	.392	0.05	Not Significant
	Older	24	28.44				
	Single	30	26.07				
Civil Status	Married	22	27.09	317.00	.809		Not Significant

Table 11 shows the results of the test of difference in parental involvement when grouped according to just mentioned variables. When grouped according to age, the obtained Mann-Whitney U test was 289.50 with a p -value of 0.392, which is greater than the 0.05 level of significance and interpreted as not significant. When grouped according to civil status, the obtained Mann Whitney U test was 317.00 with a p -value of 0.809, which is greater than 0.05 level of significance, interpreted as not significant. Therefore, the hypothesis that states is no significant difference in the implementation of MLM in parental involvement when grouped according to age and civil status is accepted. This shows that teachers' challenges in the implementation of MLM in parental involvement when grouped and compared according to age and civil status, do not affect their job performance as teachers and the academic performance of the learners. This agrees with the study of Haro (2021), whose findings revealed no significant difference in the challenges



encountered by secondary school teachers in the new normal in parents' involvement when grouped according to age.

Table 12

Test of Difference in Performance Task when Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	28	27.38	311.50	.652	0.05	Not Significant
	Older	24	25.48				
	Single	30	27.22				
Civil Status	Married	22	25.52	308.50	.690		Not Significant

The test called Mann-Whitney U showed that there were no differences in performance tasks when people were grouped by age (Table 12). The p-value for this test was 0.652, which is higher than the 0.05 level of significance, so it was thought to not be significant. When grouped according to civil status, the obtained Mann-Whitney U test was 308.50 with a p-value of 0.690, which is greater than the 0.05 level of significance interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the implementation of MLM was accepted when grouped according to age and civil status in performance tasks. This implied that teachers' challenges in implementing MLM in performance tasks, when grouped and compared according to age and civil status, do not greatly affect the academic performances of the learners. The implication agrees with Rivera (2021) that there were no significant differences in difficulties encountered by teachers in implementing distance learning in the new normal in learning delivery when grouped according to age.

Conclusions

In general, this study found a moderate degree of Teachers' challenges in modular learning modality in one of the Districts in Negros Oriental, Philippines. The study reveals that teachers have a moderate degree of difficulty, suggesting that they can resolve these obstacles with reasonable effectiveness. The overall moderate degrees in parental involvement and performance tasks suggest that there are hurdles to overcome; teachers are making reasonable efforts to engage parents and support their involvement in implementing modular learning modality



and appropriate strategies that will facilitate learners for effective collaborations.

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