A Process Evaluation of Modular Distance Learning Implementation in DepEd Secondary Schools

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ABSTRACT

This study evaluated the implementation process of the Modular Distance Learning Modality (MDLM) in selected public secondary schools in Marantao, Lanao del Sur. Utilizing an ex-post facto cross-sectional survey design, data were gathered from 58 teachers using a self-administered questionnaire. The research assessed the socio-economic profile of the respondents, their level of knowledge regarding MDLM (covering process, funds, procurement & learning, and monitoring & evaluation), and identified the key issues and challenges in its implementation. Findings indicate that the respondents were predominantly mature, female, married, permanent teachers with substantial service experience. They demonstrated a knowledgeable level across all assessed dimensions of MDLM. While teachers agreed on the presence of supportive implementation processes, adequate material resources, and enforced health protocols, significant challenges persisted. These challenges included time-consuming module preparation, lack of technological gadgets, difficulties in distribution and communication due to poor connectivity and inactive contact numbers, health risks, late submission and retrieval of modules, difficulties in monitoring student learning, and issues in evaluating outputs due to factors like illegible handwriting and teacher overload. The study concludes that despite teachers' knowledge and institutional support, operational and logistical hurdles significantly impede the effective delivery of MDLM. Recommendations include enhanced teacher training focused on technology and remote pedagogy, improved logistical support and resource allocation, establishment of robust communication and monitoring systems, and stronger community and parental engagement to optimize modular distance learning in the context.

Keywords: *Modular Distance Learning, Process Evaluation, Implementation Challenges, Secondary Education, Lanao del Sur, DepEd*

INTRODUCTION

In the recent times, education sector has undergone a transformative shift due to the global pandemic and the necessity for remote learning. Modular distance learning has emerged as a viable alternative for secondary schools in the Philippines, offering flexibility and adaptability to diverse student populations. In an era defined by digital advancements and unprecedented challenges, the education system in the Philippines strives to evolve and adapt. Modular distance learning has

emerged as a practical approach to reach students in geographically dispersed areas, ensuring educational continuity (Smith, 2023).

Relevant in this context, Education is a fundamental right that should be accessible to all, regardless of geographical constraints or circumstances. With the advent of technology, distance learning has emerged as a promising solution to bridge the educational divide. In the Philippines, the implementation of modular distance learning in secondary schools holds immense potential. The adoption of modular distance learning has become a significant development in response to the ongoing challenges posed by distance, limited resources and unforeseen circumstances. context behind the rationale of this order which aligns with the broader goals of providing access to quality of education, ensuring the well-being of learners and education stakeholders, and adapting to the unique circumstances presented by the global pandemic.

The impact of modular distance learning to the school community is profound. It has played a significant role in ensuring access to education, particularly during times of crisis such as the COVID-19 pandemic. It provides an alternative learning method for students who may not have access to reliable internet connectivity or technology devices for online learning; It allows students to learn at their own pace and in their preferred environment; It provides flexibility for students to review and revisit modules, accommodating different learning styles and needs. Moreover, it often utilizes locally developed modules that are tailored to the needs and context of students in specific regions and communities. This approach can help make the learning materials more relevant and relatable to student's lived experiences. Furthermore, it often requires the active involvement of parents or guardians in supporting their children's learning. This increased engagement can strengthen the parent-child relationship and promote a deeper understanding of the child's education (Briones, 2020).

While modular distance learning has its advantages, it also poses challenges and can exacerbate existing inequalities. Not all students may have access to the necessary learning materials or support systems at home (Briones, 2020). The quality and consistency of module distribution and feedback mechanisms can vary across different regions and schools; It can also place additional demands on teachers, who need to develop, distribute, and assess modules. Adequate support, training, and resources are crucial to ensure teachers are equipped to effectively implement this mode of instruction.

DepEd Order No. 011, series of 2020, titled "Guidelines on the Leaning Delivery Modalities in the Basic Education was issued by the Department of Education to provide guidance and framework for the implementation of various learning delivery modality during COVID-19 pandemic. Ensuring Leaning Continuity, Prioritizing Health and Safety, Providing Flexibility and Options, Promoting Equity and Inclusion and, Enhancing Stakeholder Collaboration are some of the important in connection, the long-term impact of modular distance learning on students' academic performance, social development, and over-all learning outcomes is an area that requires further study and evaluation. Monitoring the effects of this learning approach on student's educational trajectory and transitions to higher levels of education is important. It is worth noting that the impact of modular distance learning can vary depending on the specific context, resources available, and implementation strategies. ongoing monitoring, evaluation, and adjustments are necessary to address challenges and maximize the benefits of this mode of education delivery.

In fact, Evaluating the implementation process of the modular distance learning modality in Lanao del Sur allows for evidence-based decision making, accountability, and continuous improvement. It helps identify strengths, challenges and opportunities for enhancing the quality and effectiveness of education in the region, ultimately benefiting students and the education system as a whole. It is important to note that the specific implementation and status of modular distance learning may have varied across different regions, schools, and grade levels in the Philippines. Factors such as available resources, internet connectivity, and local conditions influenced the extent to which this modality was adopted and the level of success achieved.

Despite the important role modular distance learning, very few studies have been conducted on the subject matter in the region. Hence, this study was conducted to determine the importance of evaluating the implementation process of the modular distance learning modality (MDLM) among the Department of Education secondary schools in Marantao, Lanao del Sur.

Statement of the Problem

The objective of this research endeavor is to have understanding on the evaluation of the Modular Distance Learning Modality (MDLM) among the secondary schools in Marantao, Lanao Del Sur (LDS)

More specifically, this study attempted to answer the following questions:

1. What is the socio-economic profile of the respondents?

2. What is the level of knowledge of the respondents on the modular distance learning modality in terms of:

1.1 Process;

1.2 Funds;

1.3 Procurement and learning; and

1.4 Monitoring and evaluation

3. What are the issues on the implementation of the modular distance learning modality among the secondary schools in Marantao, Lanao del Sur in terms of:

2.1 Implementation Process

2.2 Material resources

2.3 Health protocols

4. What are the challenges on the implementation of the modular distance learning modality among the secondary schools in Marantao, Lanao del Sur in terms of:

4.1 Preparation

4.2 Distribution

4.3 Monitoring of students' learning;

4.4 Retrieval of SLMs; and

4.5 Evaluation of output

Theoretical Framework

This study is anchored on the Diffusion of Innovation Theory developed by Everett Rogers. This theory explains how new ideas, products, or innovations spread and are adopted within a social system, this theory provides insights into the process by which innovations are communicated, accepted, and adopted by individuals or groups.

Key Elements of Diffusion of Innovation:

1. Innovation: An innovation refers to a new idea, practice, product, or technology that is perceived as new and different by the target audience. In the context of researching the Modular Distance Learning modality in the Philippines, the innovation could include the use of self-learning modules, digital platforms, or other components of the distance learning approach.
2. Adopter Categories: Diffusion of Innovation theory categorizes individuals into adopter categories based on their readiness to adopt an innovation. These categories include:
    ✓ Innovators: These are the first individuals to adopt an innovation. They are venturesome, open to risk-taking, and eager to try new ideas.
    ✓ Early Adopters: Early adopters are opinion leaders within a social system. They adopt innovations early and serve as influential role models for others.
    ✓ Early Majority: The early majority represents individuals who adopt innovations after a certain amount of time. They observe the experiences of innovators and early adopters before making their decisions.

    ✓ Late Majority: The late majority adopts innovations when they become more established and widely accepted. They may have some skepticism and adopt based on social pressures or necessity.
    ✓ Laggards: Laggards are the last group to adopt innovations. They are often resistant to change and may adopt only when it is absolutely necessary.

3. Communication Channels: Diffusion of Innovation theory emphasizes the role of communication channels in spreading information about an innovation. These channels can be formal or informal, such as mass media, interpersonal communication, or online platforms. Effective communication channels play a crucial role in reaching different adopter categories and influencing their decisions.
4. Time: The theory recognizes that the adoption process takes time and occurs in different stages. Innovations go through a timeline starting with their introduction, followed by the initial adoption, and ultimately reaching a saturation point where most individuals have adopted the innovation.

    Factors Influencing Adoption:

    Diffusion of Innovation theory identifies several factors that influence the rate and extent of adoption:

1. Relative Advantage: The perceived benefits and advantages of adopting the innovation compared to existing practices or alternatives.
2. Compatibility: The degree to which the innovation is compatible with the existing values, experiences, and needs of the adopters.
3. Complexity: The perceived complexity or difficulty of adopting and using the innovation. Innovations that are easy to understand and use are more likely to be adopted.
4. Trialability: The ability for individuals to try the innovation on a limited basis before fully committing to its adoption. This reduces perceived risks and increases adoption rates.
5. Observability: The extent to which the outcomes and benefits of the innovation are visible or observable to others. Innovations that are easily observable tend to be adopted more quickly.

When researching the Modular Distance Learning modality in the Philippines, applying the Diffusion of Innovation theory can help understand the factors influencing its adoption and implementation. Researchers can investigate the characteristics and perceptions of different adopter categories, the effectiveness of communication channels in spreading information, and the impact of factors such as relative advantage, compatibility, complexity, trialability, and observability on adoption rates.

Additionally, the theory can provide insights into strategies for promoting the adoption and successful implementation of Modular Distance Learning, such as identifying key opinion leaders, tailoring communication messages, addressing concerns about compatibility or complexity, and providing opportunities for trial and observation.
Overall, the Diffusion of Innovation theory serves as a valuable framework for understanding the diffusion process of the Modular Distance Learning modality and guiding research on its adoption, acceptance, and implementation within the Philippine educational context.

Conceptual Framework

Figure 1 provides an analytical diagram illustrating the interrelationships among the variables that are considered crucial for studying the implementation process of the Modular Distance Learning Modality in the secondary schools in Marantao, Lanao del Sur. It visually represents the key elements that play a significant role in the research area. It is important to note that the diagram serves as a reference point, helping to identify the research problem and guide the direction of the study. However, it is essential to highlight that no correlation study or analysis has been conducted specifically focusing on these variables yet. Therefore, further investigation and examination are needed to delve deeper into the relationships and uncover potential insights. The diagram acts as an initial framework, setting the stage for future exploration and analysis in order to gain a comprehensive understanding of the impact and implications of Modular Distance Learning Modality (MDLM).

The diagram illustrates various crucial components related to the implementation process of the Modular Distance Learning Modality (MDLM). The initial rectangular box in the upper

most corner represents the implementation process of MDLM which involved the distribution of self-learning modules to students, the training of teachers on module preparation, and the establishment of communication channel for student-teacher interaction. Below, the box on the left with a broken line portrays the socio-economic profile of the respondents which includes the variations on income levels, educational attainment, occupation, and access to technology, which may influence their engagement and participation in the MDLM. The third rectangular box in the lower left outlines the level of knowledge of the respondents on the MDLM indicating varying levels of knowledge among the respondents regarding MDLM. Furthermore, the fourth and fifth rectangular boxes in the left indicate the issues and challenges on the implementation process of MDLM. These variables serve as output that influence the level of implementation of the MDLM in the sample school respondents.
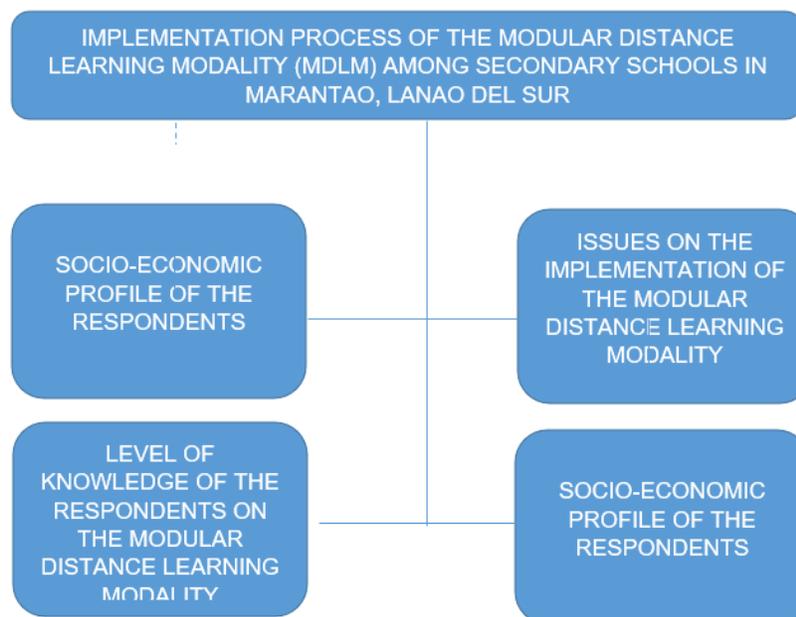
Figure 1. The Analytical Diagram showing the variables of the study.

METHODS

In this chapter, the research methodology employed in the study are meticulously presented, encompassing various critical components. These include the research design, which outlines the overall plan and structure of the study. The locale of the research is also described, providing insights into the specific geographic area where the study was conducted. The population under investigation and the sampling techniques employed to select participants are thoroughly discussed, ensuring the study's representativeness and validity. Furthermore, the data gathering method and instrument employed to collect relevant information are elucidated, shedding light on

the tools, techniques, and sources utilized. Lastly, the method of data analysis is detailed, outlining the approach taken to analyze and interpret the gathered data effectively

Research Design

The study employed the use of Ex-post facto research design specifically Cross-Sectional Survey Research Design to collect data in describing a target population at certain point in time utilizing Quantitative research approach which aims to determine a population, situation, or phenomenon. In an ex-post facto design, the independent variable is not controlled or manipulated by the researcher but has already occurred or existed before the study commences the case of the implementation process of the Modular Distance Learning Modality (MDLM) of the Department of Education (DepEd).

Locale of the Study

The study was conducted in selected secondary schools in the municipality of Lanao Del Sur in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The specific schools includes the four (4) schools in Marantao, Lanao Del Sur, namely: (1) Datu Umpar Science High School, (2) Datu Calaca Memorial National Comprehensive High School, (3) Western Lanao National High School, and (4) Sultan Guro Memorial National High School. These schools are the only secondary schools in the municipality of Marantao and committed in advancing their instructional goals for student development.

Lanao del Sur is a province in the Philippines located in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The capital is the city of Marawi; It forms the western portion of Northern Mindanao. It is bounded on the north by Lanao Del Norte, on the east by Bukidnon, on the west by Illana Bay, and on the south by Maguindanao and Cotabato. The landscape is dominated by rolling hills and valleys, placid lakes and rivers. Located within the province is Lake Lanao, the second largest in the country, its waters drained by the Agus River which eventually empties into the Iligan Bay. The climate in the province is characterized by even distribution of rainfall throughout the year without a distinct summer season. The province is located outside the typhoon belt. It comprises thirty-nine (39) municipalities.

The population of the province in the 2020 census was 1, 195, 518 people, with a density of 310 inhabitants per square mile. The majority of the people in the province are Maranaos, with some are Cebuanos, Zamboanguenos, Tausugs, Yakans and Sama. Maranao is the most commonly spoken language in the province. Most people of the province are practitioners of Islam. The majority of them are Sunni

Marantao, officially the Municipality of Marantao (Maranao: *Inged a Marantao*; Tagalog: *Bayan ng Marantao*), is a 2nd class municipality in the province of Lanao del Sur, Philippines. According to the 2020 census, it has a population of 37,763 people. Marantao (Merantau) is a Malay word that means "to go on adventure, travel or hunting or even on a war expedition". Marantao is politically subdivided into 34 barangays.

By selecting these schools in the municipality of Marantao, the study aimed to gain insights into the impact of the implementation of Modular Distance Learning Modality (MDLM) in providing an alternative educational delivery method that allows students to continue their studies

remotely during challenging circumstances. It aims to ensure that students can access educational materials and engage in learning activities despite physical logistical barriers.

Figure 2. Map of Lanao del Sur showing Marantao, Lanao del Sur

Figure 3. Map of Datu Umpar Science High School in Marantao, Lanao del Sur

Respondents of the Study

The respondents of this were the faculty members of the following secondary schools in Marantao, Lanao del Sur. These are: Datu Umpar Science High School, Datu Calaca Memorial National Comprehensive High School, Western Lanao National High School, and Sultan Guro Memorial National High School.

For this reason, purposive sampling was used in this study given that the researcher only gathered the data from among the DepEd Secondary Schools in Marantao, Lanao del Sur. Moreover, complete enumeration of the respondents was considered involving all the faculty members of the selected schools considering their limited number.

In this research study, a total of seventy-nine (79) teachers are expected to participate in this research broken down as follows: In Datu Umpar Science High School, there were fifteen (15) teachers. In Datu Calaca Memorial National Comprehensive High School, there were twenty-seven (27) teachers. In Western Lanao National High School, there were eleven (11) teachers. While in Sultan Guro Memorial National High School, there were twenty-six (26) teachers.

However, Lack of interest, time constraints, privacy concerns, perceived inconvenience, and other personal reasons led to fifty-eight (58) total respondents who were generously participated in the conduct of this study.

Research Instruments

Research instrument plays a crucial role in the research process and hold significant importance in conducting reliable and valid studies. In this research, self-made questionnaire was the primary instrument used. It consists of four (4) parts.

The first part was the socioeconomic profile of the respondents. The second part was the level of knowledge of the respondents on modular distance learning modality. The third part was the issues of the faculty on implementing the modular distance learning modality. Lastly, it was the challenges of the faculty on implementing the modular distance modality.

Data Gathering Procedure

The researcher used primary data through the research- self-made survey questionnaire that was validated by the Panel Members of this study. After the approval of the said questionnaire, the researcher made a permission letter addressed to the principal of the secondary Schools in Marantao, Lanao del Sur. After the approval, the researcher provided a permission letter also to the faculty as the respondents of this study. Then, the researcher distributed the said survey questionnaire to the secondary schools. Only fifty-eight (58) teachers participated in this study out of seventy-nine (79) teachers.

Ethical Consideration

In conducting the study on the evaluation of the implementation process of the Modular Distance Learning Modality (MDLM) in the secondary schools in Marantao, Lanao Del Sur, several ethical considerations were observed to ensure the rights and well-being of the respondents including the school officials. These ethical considerations encompassed issues of informed consent, confidentiality, privacy, and voluntary participation.

First and foremost, informed consent was obtained from all participants. They were provided with clear and comprehensive information about the study, its purpose, procedures, and potential risks and benefits. Participants were given the opportunity to ask questions and seek clarification before giving their consent. It was ensured that their participation was entirely voluntary and they had the freedom to withdraw at any time without facing negative consequences.

Confidentiality and privacy were maintained throughout the study. All personal and sensitive information obtained from the respondents was kept confidential and used solely for research purposes. Data were stored securely and access was limited to authorized personnel only. To ensure anonymity,

pseudonyms or codes were used when reporting or publishing the findings, protecting the identity of the participants.

During observation, care was taken to conduct the observations discreetly and unobtrusively, without interfering with the normal activities of the participants. Their privacy and autonomy were respected, and no identifying information was disclosed in the observations.

Survey questionnaires were designed to be relevant, concise, and easy to understand. Participants' time and effort were respected, and their responses were treated with confidentiality. Clear instructions were provided, and the questionnaires were administered in a manner that minimized any potential discomfort or burden on the participants.

Methods of Data Analysis

After collecting all the necessary data, the survey results underwent statistical analysis to quantitatively assess the collective performance of the respondents. Descriptive statistics, including frequency counts, percentages, and means, were employed to present and analyze the study's findings.

To assess the level of knowledge of the respondents on the implementation of the Modular Distance Learning Modality (MDLM), the study employed a scale consisting four (4) levels: Strongly Not Knowledgeable (1), Not Knowledgeable (2), Knowledgeable (3), and Strongly Knowledgeable (4).

Furthermore, respondents were asked on the issues and challenges they perceived on the implementation of the MDLM using a measurement scale ranging from 1 to 4, with 1 representing strongly disagree, 2 for disagree, 3 for agree and, 4 for strongly agree. the study utilized the following measurement scale: 1.00-1.49: strongly disagree (SD) 1.50-2.49: disagree (d) 2.50-3.49: agree (S) 3.50-4.49: strongly disagree.

RESULTS AND DISCUSSION

This chapter comprehensively addresses the research problems identified in the study, aiming to provide insightful answers. It encompasses the presentation, analysis, and interpretation of all the collected data, allowing for a comprehensive understanding of the research inquiries. The data were carefully examined and subjected to rigorous analysis to uncover patterns, trends, and relationships that contribute to addressing the research problems. By presenting, analyzing, and interpreting the gathered data, this chapter offers a comprehensive and in-depth exploration of the research problem

Socio-Economic Profile of the Respondents

The socio-economic profile of the teacher-respondents provides valuable insights into their background, experiences, and resources. It helps this research understands the context in which the implementation of the modular distance learning modality takes place. Socio-economic factors

such as age, sex, civil status, length of service, appointment status, and income can influence respondents' ability to adapt to and effectively implement the modality.

Table 1

Frequency and Percentage Distribution of the Respondents' Age

Age	Frequency	Percentage
19 years old and below	0	0
20 – 29 years old	12	20.69
30- 39 years old	21	36.21
40 years old and above	25	43.10
Total	58	100

Table 1 illustrates the frequency and percentage distribution of the respondents' age. Twenty-five (25) or 43.10 % of the respondents belonged to the age of 40 years old and above, twenty-one (21) or 36.21% of the respondents belonged to the age of 30 to 39 years old, and twelve (12) or 20.69 % of the respondents belonged to the age of 20 to 29 years old.

This implies that the respondents were matured and knowledgeable enough to handle the situations during the pandemic by implementing the modular distance learning modality in their respective schools. The age of the teacher respondents can provide insights into their level of familiarity and comfort with technology. Younger teacher may have grown up in an era of digital advancements and are generally more proficient with technology (Villanueva, 2018). On the other hand, older teachers may have varying levels of technological experience and may require additional support or training to effectively use the digital tools and platforms associated with modular distance learning (Basher, 2020). Understanding the age distribution of teacher respondents can help identify areas where targeted technological support may be needed. This understanding can guide the development tailored support programs, professional development initiatives, policy recommendations to enhance the implementation of modular distance learning in a way that considers the diverse age demographics of the teachers in the Philippines.

Table 2

Frequency and Percentage Distribution of the Respondents' Sex

Sex	Frequency	Percentage
Male	3	5.17
Female	55	94.83
Total	58	100

Table 2 shows the frequency and percentage distribution of the respondents' sex. Majority of the teachers were female with fifty-five (55) or 94.83% while, three (3) or 5.17% of the respondents were male. This implies that the presence of a majority of female teachers offers an opportunity to leverage gender-responsive teaching practices (Briones, 2020).

The predominance of female teachers in the implementation of the modality can provide positive representation and role modeling for students. Having a diverse teaching workforce that

includes female teachers can inspire and empower students, particularly girls, by challenging gender stereotypes and promoting aspirations for higher education and professional careers.

In addition, female teachers, who may have firsthand experiences with gender-related challenges and societal expectations, can employ pedagogical strategies that foster inclusivity, address gender biases, and promote equitable educational experiences for all students. they can also play a crucial role in providing support and mentorship to female students. They can serve as advocates, providing guidance and addressing the unique needs and challenges faced by female students, including those related to gender-based discrimination, social expectations, and access to education. Female teachers can offer mentorship that fosters confidence, resilience, and academic success for female students.

Moreover, a majority of female teachers can contribute to the development and selection of gender-sensitive educational content and resources. Their perspectives and insights can inform the creation of teaching materials that reflect diverse experiences, challenge gender stereotypes, and promote inclusivity. This can help ensure that the modular distance learning modality addresses the needs and interests of all students, regardless of gender.

Furthermore, the predominance of female teachers can provide an opportunity to address gender disparities in leadership positions within the education sector. It can encourage and facilitate the promotion of female teachers into leadership roles, such as school administrators or educational policymakers. This can contribute to a more equitable representation of women in decision-making processes, leading to policies that address gender-specific concerns and promote gender equality in education. Additionally, the majority of female teachers may have specific professional development needs and support requirements. Designing professional development programs that address gender-related challenges, provide mentorship opportunities, and promote career advancement can contribute to the professional growth and well-being of female teachers. Such initiatives can help retain and empower female teachers in the education sector (Smith, 2023).

It is important to recognize that while having a majority of female teachers in the implementation of the modular distance learning modality presents opportunities for promoting gender equality and inclusivity, it is essential to ensure that gender perspectives are considered holistically, and that policies and initiatives are designed to address the needs and challenges faced by all teachers, regardless of gender. Emphasizing gender equality and fostering an inclusive learning environment benefits both students and educators, contributing to a more equitable and supportive educational system in the Philippines.

Table 3
Frequency and Percentage Distribution of the Respondents' Civil Status

Civil Status	Frequency	Percentage
Single	15	25.86
Married	41	70.70
Widow/widower	1	1.72
Separated/divorced	1	1.72
Total	58	100

Table 3 displays the frequency and percentage distribution of the respondents' civil status. Majority of the respondents were married with forty-one (41) or 70.70%. While, fifteen (15) or 25.86% were single. One (1) or 1.72% was widow and one (1) or 1.72% was divorced.

Married teachers may have additional responsibilities and obligations outside of their professional roles, such as caring for their families and managing household tasks. The implementation of modular distance learning should take into account the need for a work-life balance for these teachers, ensuring that they have adequate time and support to fulfill their personal and professional commitments effectively. They may have the advantage of family support systems in place, which can contribute to their well-being and capacity to adapt to the modality. Support from spouses, children, or other family members can help with managing time, providing emotional support, and creating a conducive environment for teaching and learning at home.

Likewise, married teachers can engage in collaborative teaching and learning practices, where they can exchange ideas, strategies, and resources with their partners who may also be teachers. This collaboration can foster innovation, sharing of best practices, and creative problem-solving in the implementation of modular distance learning. Additionally, married teachers, as parents themselves, can foster stronger collaboration with parents of their students. They may have firsthand experience in understanding parental concerns, communicating effectively with families, and building stronger home-school partnerships. This collaboration can enhance parental involvement and support student learning in the context of modular distance learning (Tasan, 2021).

Considering the majority of married teachers, it is essential to provide flexible professional development opportunities that accommodate their personal and family commitments. Offering training sessions, workshops, or resources during convenient times or through online platforms can help ensure that married teachers have access to continuous professional growth.besides, they may benefit from additional emotional support and understanding from their spouses and families, particularly during challenging times. Creating a supportive and empathetic work environment that acknowledges and addresses the emotional well-being of married teachers can contribute to their job satisfaction and overall effectiveness in implementing the modality.

While being married can have its advantages, it is also crucial to address potential challenges that married teachers may face. Balancing personal and professional responsibilities, managing competing priorities, and addressing any potential conflicts between work and family obligations should be considered to ensure the well-being and effectiveness of married teachers in the implementation of modular distance learning.

By recognizing the implications of having a majority of married teachers, educational institutions and policymakers can design strategies, support systems, and policies that address the specific needs and capitalize on the strengths of these teachers. This approach promotes a more inclusive and supportive implementation of the modular distance learning modality in the Philippines, benefiting both the teachers and their students.

Table 4

Frequency and Percentage Distribution of the Respondents' Length of service

Length of Service	Frequency	Percentage
2 years and below	6	10.34
3 years to 5 years	15	25.86
5 years and above	37	63.80
Total	58	100

Table 4 exhibits the frequency and percentage distribution of the respondents' length of service. Majority of the respondents worked for 5 years and above with thirty seven (37) or 63.80% while, fifteen (15) or 25.86% worked for 3 to 5 years and six (6) or 10.34% worked for 2 years and below.

This connotes that the respondents were matured and learned enough to handle the situations because the respondents experienced long term in teaching by the fact that respondents reached the 5 years and more in teaching.

Teachers with long-term service have accumulated experience and expertise in the field of education. They have likely developed a deep understanding of pedagogical approaches, instructional strategies, and classroom management techniques. This experience can be valuable in adapting their teaching practices to the unique demands of the modular distance learning modality, as they can draw upon their extensive knowledge and apply it effectively. Also, teachers with long-term service have likely encountered various changes and challenges throughout their careers. Their experience equips them with adaptability and resilience, enabling them to navigate the implementation of new educational modalities like modular distance learning. They may be more accustomed to adapting their teaching methods, engaging with new technologies, and addressing student needs in diverse contexts (Macandog, 2022).

Furthermore, teachers with long-term service can serve as mentors and leaders to newer or less experienced teachers. They can provide guidance, support, and mentorship based on their years of experience. This mentorship can be especially beneficial in the implementation of the modular distance learning modality, as experienced teachers can share best practices, insights, and strategies to support their colleagues in effectively navigating the new modality.

in addition, teachers with long-term service may have had the opportunity to engage in ongoing professional development throughout their careers. They may have attended workshops, training programs, or pursued advanced degrees. This professional development can equip them with the necessary skills and knowledge to adapt to new teaching modalities, such as modular distance learning. Leveraging their experience, they can serve as facilitators or trainers for professional development initiatives, sharing their expertise with other teachers.

Likewise, teachers with long-term service have likely worked with diverse groups of students throughout their careers. They have developed a deep understanding of student needs, learning styles, and individual differences. This understanding can be valuable in tailoring instructional approaches, providing differentiated support, and ensuring that the modular distance learning modality meets the unique needs of students. Besides, teachers with long-term service

often engage in reflective practice, continually evaluating and improving their teaching methods. Their reflective mindset allows them to critically assess the effectiveness of their instructional practices and make adjustments as needed. This reflective practice can be particularly valuable in the implementation of the modular distance learning modality, as it enables them to refine their approaches and maximize student engagement and learning outcomes.

The implications of having long-term service as a teacher in the implementation of modular distance learning highlight the benefits of experience, adaptability, mentorship, and professional development. Leveraging the expertise and insights of experienced teachers can contribute to a successful implementation of the modality, ensuring high-quality education and support for students in the Philippines.

Table 5
Frequency and Percentage Distribution of the Respondents' Appointment Status

Appointment Status	Frequency	Percentage
Permanent/ Regular	47	81.03
Contractual/ COS	9	15.52
Job Order	0	0
Other	2	3.45
Total	58	100

The table above exposes the frequency and percentage distribution of the respondents' appointment status. Majority of the respondents were permanent/ regular with forty-seven (47) or 81.03% while, nine (9) or 15.52% were contractual/ COS. Then, two (2) or 3.45% of the respondents belonged to other which specifically a substitute teacher

This denotes that most of the respondents were permanent in teaching which means that respondents were paid enough to do their tasks during pandemic.

Teachers with permanent status typically have job security and stable employment. This can contribute to a sense of stability and commitment to their profession, which can positively impact their dedication and motivation in implementing the modular distance learning modality. They may feel more assured in their role and be more invested in ensuring its success. In addition, permanent teachers can provide continuity in the implementation of the modular distance learning modality. Their long-term commitment to the profession allows for consistent engagement, involvement, and planning. They can contribute to the development and refinement of long-term strategies, curriculum design, and assessment practices, ensuring a coherent and well-planned implementation of the modality.

Moreover, permanent teachers often possess a deep understanding of the school's culture, policies, and practices. They are familiar with the dynamics and context of the institution, which can facilitate the effective integration of the modular distance learning modality within the school community. Their institutional knowledge can aid in aligning the modality with existing systems and processes, ensuring a smooth implementation. Permanent teachers, due to their experience and stability, can serve as mentors and provide support to new or temporary teachers. They can share

their expertise, guidance, and insights, contributing to the professional growth and development of their colleagues. This mentorship and support can foster a collaborative environment and enhance the overall effectiveness of implementing the modality.

Furthermore, Permanent teachers often have access to professional development opportunities provided by the school or education authorities. These opportunities can enhance their knowledge and skills related to the implementation of the modular distance learning modality. Permanent teachers can participate in workshops, training programs, or pursue advanced degrees, further strengthening their capacity to adapt and excel in the new educational landscape.

likewise, permanent teachers, as established members of the education system, may have opportunities to advocate for the needs and interests of their colleagues and students. Their permanent status may provide them with a platform to voice concerns, contribute to policy discussions, and influence decision-making processes. They can play a role in shaping policies and initiatives related to the implementation of the modular distance learning modality, ensuring that it meets the needs of teachers and students effectively (Guiamalon, 2021).

The implications of having permanent status as a teacher in the implementation of modular distance learning highlight the benefits of job security, continuity, mentorship, professional development, and influence. Leveraging the experience and stability of permanent teachers can contribute to a successful and sustainable implementation of the modality, promoting quality education and supporting the professional growth of teachers in the Philippines.

Table 6
Frequency and Percentage Distribution of the Respondents' Net Income

Net Income	Frequency	Percentage
P10, 000 and below	13	22.41
P11, 000- P19, 000	13	22.41
P20, 000- P29, 000	28	48.28
P30, 000- P39, 000	1	1.72
P40, 000- P49, 000	2	3.46
P50, 000 and above	1	1.72
Total	58	100

Table 6 shows the frequency and percentage distribution of the respondents' net income. Majority of the respondents had the net income of 20,000.00 to 29,000.00 with twenty-eight (28) or 48.28% while, thirteen (13) or 22.41% of the respondents had the net income of 10,000.00 and below and 11,000.00 to 19,000.00 respectively. One (1) or 1.72% of the respondent had the net income of 30,000.00 to 39,000.00 and 50,000.00 and above respectively. Then, two (2) or 3.46% of the respondents had the net income of 40,000.00 to 49,000.00.

This implies that majority of the respondents were receiving the net income of 20,000.00 to 29,000.00 as it is the basic salary received as a DepEd teachers.

A net income of roughly 30,000 pesos may present financial challenges for teachers in meeting their personal and family needs. The cost of living, including expenses related to housing, utilities, transportation, and healthcare, can significantly impact the financial well-being of teachers. Financial constraints can potentially affect their ability to access resources, technology, and additional materials required for effective implementation of the modular distance learning modality. Teachers with a lower net income may face limitations in acquiring and utilizing resources necessary for the modality. They may have restricted access to technological devices, reliable internet connectivity, or supplementary instructional materials. Addressing resource gaps and providing support in terms of technology access and resources becomes crucial to ensure equitable implementation across all teachers.

Additionally, the net income of roughly 30,000 pesos may not adequately reflect the workload and efforts required in implementing the modular distance learning modality. Teachers may find themselves with increased responsibilities, including developing and preparing learning modules, providing individualized support to students, and managing online interactions. Ensuring fair compensation for the additional workload and recognizing the value of teachers' efforts is essential to maintain motivation and job satisfaction. In the same manner, access to professional development and training opportunities may be limited for teachers with lower incomes. Professional growth and upskilling are critical to adapt to the demands of the modular distance learning modality. Ensuring that professional development opportunities are affordable or subsidized for teachers with limited income can help bridge the gap and ensure their continuous growth and professional competence.

Furthermore, financial constraints and limited income can impact teacher retention rates. Teachers may be compelled to seek additional sources of income or explore other job opportunities that offer better financial stability. This turnover and attrition can affect the continuity and quality of the implementation of the modality. Providing incentives, competitive salaries, and benefits that reflect the dedication and expertise of teachers are crucial to attracting and retaining qualified educators. The net income of roughly 30,000 pesos reflects the socio-economic background of teachers. Socio-economic factors can influence their ability to adapt to the modality, access professional development, and provide resources for their students. Understanding the socio-economic context can inform targeted support initiatives, financial assistance programs, and policies that address the specific needs of teachers with lower incomes (Ahmad, 2018).

Addressing the implications of a net income of roughly 30,000 pesos involves recognizing the financial challenges, providing equitable access to resources and professional development, ensuring fair compensation, and implementing supportive policies that prioritize the well-being and financial stability of teachers. Enhancing the financial aspects of teaching can contribute to a more effective and sustainable implementation of the modular distance learning modality, ultimately benefiting teachers and students in the Philippines.

Level of Knowledge on the Implementation of Modular Distance Learning Modality (MDLM)

Assessing the level of knowledge of teacher respondents allows researcher to identify areas where teachers may require additional training or professional development. It provides insights into the specific knowledge gaps or areas of weakness that need to be addressed to enhance their understanding of the modality and their ability to effectively implement it.

A. Process

Table 7
Frequency, Percentage and Mean Score of the Respondents' Responses on process

Statement Indicators	SNK		NK		K		SK		WM	Verbal Interpretation
	f	%	F	%	F	%	f	%		
DepEd provides guidelines for the implementation of the Modular Distance Learning Modality (MDLM).	1	1.72	9	15.51	20	34.48	28	48.27	3.29	**knowledgeable**
DepEd provides content in every subject for the implementation of the MDLM.	1	1.75	8	13.79	21	36.20	28	48.27	3.32	**Knowledgeable**
School provides the regulations and policies on the use MDLM.	1	1.75	5	8.62	22	37.93	30	51.72	3.4	**Knowledgeable**
Teachers task in making, printing, distributing, and retrieving the Self-Learning Modules (SLMs).	2	3.44	6	10.34	17	29.31	33	56.89	3.4	**Knowledgeable**
Teachers are responsible in marking the answer sheets after the retrieval of SLMs.	1	1.75	7	12.06	16	27.58	34	58.62	3.34	**Knowledgeable**
Overall Weighted									**3.35**	**Knowledgeabl**

Mean								e

Legend: *1.00-1.49, Strongly Not Knowledgeable (SNK);   1.50-2.49, Not Knowledgeable (NK); 2.50-3.49, Knowledgeable (K);   3.50-4.00, Strongly Knowledgeable (SK)*

Table 7 shows the frequency, percentage distribution and weighted mean of the respondents' responses on process. Generally, the findings revealed that the respondents are generally "knowledgeable" on process on MDLM (M=3.37).

This means that the teachers' respondents can design comprehensive and well-structured modules that align with the curriculum standards. They can identify the most important learning objectives and develop appropriate learning materials that are accessible to students in a modular format. they can also create or select high-quality learning materials for the modules. They can ensure that the content is accurate, up-to-date, and engaging for the students. Well-designed modules can enhance the learning experience and promote independent learning among students.

Teachers who understand the subject matter deeply can tailor the modules to meet the diverse learning needs of their students. They can incorporate different instructional strategies, examples, and assessments to address the varied learning styles and abilities of the students. This flexibility promotes inclusive education and personalized learning experiences.

With a knowledgeable level, teachers can effectively monitor students' progress and provide appropriate support and feedback. They can design assessments and activities that help gauge student understanding and identify areas of improvement. Teachers can also address students' questions and concerns through various communication channels, ensuring a supportive learning environment (Briones, 2020). When teachers possess a knowledgeable level, they can serve as resources for their colleagues. They can share their expertise, strategies, and best practices in implementing the modular distance learning modality. Collaborative professional development opportunities can strengthen the overall effectiveness of the education system and foster continuous improvement.

However, it's important to note that while knowledgeable teachers can positively impact the implementation of modular distance learning, there are other factors that contribute to its success. These factors include access to necessary resources (such as learning materials, technology, and connectivity), parental/guardian support, and a conducive learning environment at home.

B. Funds

Table 8 shows the frequency, percentage distribution and weighted mean of the respondents' responses on funds. Generally, the findings revealed that the respondents "knowledgeable" on funds on MDLM (M=2.88).

Table 8

Frequency, Percentage and Mean Score of the Respondents' Responses on funds

Statement Indicators	SNK		NK		K		SK		WM	Verbal Interpretation
	f	*%*	*F*	*%*	*F*	*%*	*F*	*%*		
School has allocated budget for the reproduction of SLMs.	2	3.44	12	20.68	23	39.65	21	36.20	3.08	**Knowledgeable**
Schools has enough budget for the printing materials and supplies needed such as bond paper, printer, ink, and the like.	2	3.44	9	15.51	32	55.17	15	25.86	3.03	**Knowledgeable**
School has available budget allocated in providing laptops or computers for every teacher.	10	17.24	13	22.41	24	41.37	11	18.96	2.62	**Knowledgeable**
School has available budget allocated in providing photocopier machines in school.	4	6.89	12	20.68	32	55.17	10	17.24	2.83	**Knowledgeable**
School has allocated budget for the other miscellaneous expenses in the distribution and retrieval of SLMs.	3	5.17	12	20.68	33	56.89	10	17.24	2.86	**Knowledgeable**
Overall Weighted Mean									**2.88**	**Knowledgeable**

Legend*: 1.00-1.49, Strongly Not Knowledgeable (SNK);   1.50-2.49, Not Knowledgeable (NK);*

2.50-3.49, Knowledgeable (K);   *3.50-4.00, Strongly Knowledgeable (SK)*

The respondents were "knowledgeable " on the following specific indicators: funds that the School has allocated budget for the reproduction of SLMs (M=3.08); Schools has enough budget for the printing materials and supplies needed such as bond paper, printer, ink, and the like (M=3.03); School has available budget allocated in providing laptops or computers for every teacher (M=2.62); School has available budget allocated in providing photocopier machines in school (M=2.83); and School has allocated budget for the other miscellaneous expenses in the distribution and retrieval of SLMs (M=2.86).

This means that schools have allocated budget for the reproduction of Self-Learning Modules (SLMs) and for the printing materials and supplies needed. This implies that schools have taken into consideration the financial resources needed for the implementation of the Modular Distance Learning (MDL) modality.

This implies further that teachers can make informed decisions regarding the allocation of funds for educational resources. They can identify the specific needs of their students and determine the most effective use of funds to support the implementation of modular distance learning. For example, they can prioritize investments in digital devices, learning materials, internet connectivity, or teacher training programs based on the requirements of the modality (Smith, 2023). Also, teachers with a knowledgeable level can contribute to the budget planning process. They can provide insights and recommendations on the resources required for the successful implementation of modular distance learning. Their expertise can ensure that funds are allocated strategically, taking into account the costs of printing modules, procuring learning materials, providing teacher support, and addressing other logistical considerations. in addition, they can assess the adequacy of existing funds and identify any gaps that may hinder the effective implementation of the modality. They can recognize areas where additional resources are needed and advocate for increased funding or reallocation of funds to address those gaps. By understanding the requirements of the modality, they can contribute to evidence-based discussions on funding priorities.

Generally, they can explore cost-effective solutions to implement the modular distance learning modality. They can leverage their understanding of available resources and educational technologies to identify affordable alternatives or adapt existing materials to suit the needs of the students. This approach can help optimize the utilization of funds and ensure that resources are utilized efficiently. Also, they can contribute to evaluating the impact of funding on the implementation of the modality. By analyzing the outcomes and assessing the effectiveness of resource utilization, they can provide valuable feedback to education policymakers and administrators. This feedback can guide future funding decisions and inform adjustments to the budget allocation for modular distance learning.

A study by Macaraeg and Rocafort (2021) examined the implementation of distance learning in the Philippines during the COVID-19 pandemic. The study found that the availability of funds for SLM reproduction varied across schools and regions, with some schools having more resources than others. However, they also noted that the Department of Education had allocated

significant funds for the production and distribution of SLMs, which helped to address some of the budgetary constraints faced by schools.

while knowledgeable teachers can influence the efficient use of funds, the availability of funds itself is a significant factor. Adequate funding is essential to support the infrastructure, resources, and professional development necessary for successful implementation.

C. Procurement and Learning

Table 9 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on procurement and learning. Generally, the findings revealed that they have a "knowledgeable" level of knowledge on procurement and learning on MDLM (M=2.88).

Table 9

Frequency, Percentage and Mean Score of the Respondents' Responses on procurement and learning

Statement Indicators	SNK		NK		K		SK		WM	Verbal Interpretation
	F	*%*	*F*	*%*	*F*	*%*	*f*	*%*		
Teachers use quality assured learning resources.	0	0	8	13.79	30	51.72	20	34.48	3.21	**Knowledgeable**
Teachers deliver quality instruction.	2	3.44	6	10.34	30	51.72	20	34.48	3.17	**Knowledgeable**
Teachers ensure that the students understand and learn the SLMs.	0	0	8	13.79	23	39.65	27	46.55	3.33	**Knowledgeable**
Teachers assure that the students are the one answering the activities from the SLMs.	3	5.17	12	20.68	19	32.75	24	41.37	3.1	**Knowledgeable**
Teachers consider the language use and degree of difficulties to different type of learners on the SLMs.	0	0	7	12.06	24	41.37	27	46.55	3.34	**Knowledgeable**
Overall Weighted Mean									**3.23**	**Knowledgeable**

Legend: *1.00-1.49, Strongly Not Knowledgeable (SNK);   1.50-2.49, Not Knowledgeable (NK);*

2.50-3.49, Knowledgeable (K);   *3.50-4.00, Strongly Knowledgeable (SK)*

The respondents were "knowledgeable" on procurement and learning that the Teachers use quality assured learning resources (M=3.21); Teachers deliver quality instruction (M=3.17); and Teachers assure that the students are the one answering the activities from the SLMs (M=3.1). The respondents "strongly knowledgeable" on the procurement and learning that the Teachers ensure that the students understand and learn the SLMs (M=3.33); and Teachers consider the language use and degree of difficulties to different type of learners on the SLMs (M=3.34).

This means that teacher respondents can contribute to the procurement process by providing insights into the selection and acquisition of appropriate learning materials, resources, and technologies. Their expertise allows them to assess the quality, relevance, and suitability of educational materials for modular distance learning (Bayogan, 2021). They can collaborate with procurement officers to ensure that the materials chosen align with the curriculum, meet student needs, and adhere to standards of accessibility and inclusivity. they can also help ensure that the procured materials align with the curriculum objectives and learning outcomes. They can review and evaluate the content of purchased resources, checking for accuracy, relevance, and alignment with the prescribed curriculum. By actively participating in the procurement process, teachers can ensure that the materials support the modular distance learning modality and facilitate effective teaching and learning experiences.

Similarly, a study by Khosravi and Jafari (2020) found that teachers who used high-quality digital learning resources during the pandemic were better able to engage their students in online learning and maintain their motivation. The study emphasized the importance of using resources that have been quality assured, as these resources are more likely to align with the curriculum and meet the needs of students. Another support for the findings is that according to a study by Bayogan (2021), teachers who encourage students to answer activities from SLMs themselves, rather than simply providing the answers, promote student-centered learning and critical thinking skills. The study found that students who were given the opportunity to engage with the SLMs through independent problem-solving were able to develop a deeper understanding of the concepts being taught.

Furthermore, teachers can adapt or customize the procured learning materials to meet the specific needs of their students and the requirements of the modular distance learning modality. They can modify or supplement the materials to address any gaps or limitations, ensuring that the content is appropriate, engaging, and accessible. Customization allows for a more personalized learning experience, promoting student engagement and understanding. in addition, they can maximize the use of procured learning resources in their instructional practices. They can design lesson plans, activities, and assessments that utilize the materials effectively. By understanding the content and purpose of the resources, teachers can optimize their integration into the modular distance learning process, promoting student comprehension and achievement.

This implies that they can contribute to professional development programs and training initiatives related to the procurement and use of learning materials. They can share their expertise

and experiences with their peers, providing guidance on best practices for selecting, adapting, and utilizing procured resources. This collaboration can enhance the overall effectiveness of the modular distance learning modality and support continuous improvement in teaching and learning practices.

By having knowledgeable teachers actively involved in the procurement and use of learning materials, the implementation of modular distance learning can be better aligned with curriculum objectives, promote effective teaching practices, and enhance student engagement and learning outcomes.

D. Monitoring and Evaluation

Table 10 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on 'monitoring and evaluation'. Generally, the findings revealed that they have a "knowledgeable" level of knowledge on monitoring and evaluation on MDLM (M=3.15).

Table 10
Frequency, Percentage and Mean Score of the Respondents' Responses on monitoring and evaluation

Statement Indicators	SNK		NK		K		SK		WM	Verbal Interpretation
	f	*%*	*F*	*%*	*F*	*%*	*f*	*%*		
Teachers create an individual learning monitoring plan to keep track of the progress of learners.	1	1.72	7	12.06	28	48.27	22	37.93	3.23	**Knowledgeable**
Teachers create a weekly home learning plan to guide the learners who do independent study at home.	0	0	14	24.13	30	51.72	14	24.13	3.0	**Knowledgeable**
Teachers provide more time in monitoring the students' progress in the subject.	0	0	8	13.79	32	55.17	18	31.03	3.18	**Knowledgeable**
Teachers quickly give feedback to learners' submitted written works and	2	3.44	6	10.34	25	43.10	25	43.10	3.25	**Strongly Knowledgeable**

outputs.									
Teachers easily access the students when needed clarifications and questions regarding the SLMs.	1	1.75	8	13.79	34	58.62	15	25.86	3.09	**Knowledge able**
Overall Weighted Mean									3.15	**Knowledge able**

Legend: *1.00-1.49, Strongly Not Knowledgeable (SNK);   1.50-2.49, Not Knowledgeable (NK);   2.50-3.49, Knowledgeable (K);   3.50-4.00, Strongly Knowledgeable (SK)*

Table 10 above shows the frequency, percentage distribution and weighted mean of the respondents' responses on monitoring and evaluation. Generally, the findings revealed that the respondents "knowledgeable" on monitoring and evaluation on MDLM (M=3.15).

The respondents were "knowledgeable" on the Teachers create an individual learning monitoring plan to keep track of the progress of learners (M=3.23); Teachers create a weekly home learning plan to guide the learners who do independent study at home (M=3.0); Teachers create a weekly home learning plan to guide the learners who do independent study at home (M=3.18); and Teachers easily access the students when needed clarifications and questions regarding the SLMs (M=3.09). The respondents were "strongly knowledgeable" that the Teachers quickly give feedback to learners' submitted written works and outputs (M=3.25).

This implies that teachers prioritize monitoring the progress of their students, which is important in ensuring that they are learning and progressing towards achieving their goals. By monitoring progress, teachers can identify areas where students need additional support and adjust their teaching methods accordingly. Also, this implies that teachers are encouraging independent learning and are providing guidance to students to help them learn outside of the classroom. It suggests that teachers easily access students when they need clarifications and questions regarding the SLMs, which implies that teachers prioritize communication with students.

One study by Bozkurt et al. (2020) explored the challenges faced by teachers during the COVID-19 pandemic and their strategies for addressing these challenges. The study found that creating an individual learning monitoring plan was one of the most effective strategies for supporting student learning during the pandemic.

A study by Liao and Wong (2021) investigated the effectiveness of online learning during the COVID-19 pandemic in Hong Kong. The study found that individualized learning plans were effective in promoting student learning and engagement in online learning environments. The study also highlighted the importance of monitoring student progress in online learning environments to ensure that students are making progress towards their learning goals.

Another study by Hussain, Hussain, and Hussain (2020) explored the impact of the COVID-19 pandemic on teacher-student interactions in Pakistan. The study found that teachers who maintained regular communication with their students and provided feedback on their progress were more effective in promoting student learning during the pandemic. The study emphasized the importance of monitoring student progress and maintaining communication with students during times of crisis.

Issues on the Implementation of the Modular Distance Learning Modality (MDLM)

By understanding the issues, policy makers, administrators, and educators can identify the challenges and obstacles that hinder the successful implementation of the modular distance learning. This understanding allows them to develop targeted solutions and strategies to address the specific problems and improve the modality.

A. Implementation Process

Table 11 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on implementation process. Generally, the findings revealed that the respondents "agree" on implementation process on MDLM (M=3.35).

The respondents were "agree" that aall printed modules are available to distribute (M=3.33); Teachers are properly trained in using the technology needed for learning dissemination (M=3.17); Teachers are prepared to use printed SLMs as a tool for learning at home (M=3.31); Teachers are well-oriented in delivering the SLMs (M=3.41); and Teachers are prepared to conduct distance Learning Education in times of COVID-19 (M=3.52).

Table 11
Frequency, Percentage and Mean Score of the Respondents' Responses on implementation process

Statement Indicators	Strongly disagree		Disagree		Agree		Strongly agree		WM	Verbal Interpretation
	f	*%*	*f*	*%*	*F*	*%*	*f*	*%*		
All printed modules are available to distribute.	6	10.34	2	3.44	17	29.31	33	56.89	3.33	**Agree**
Teachers are properly trained in using the technology needed for learning	1	1.75	10	17.24	25	43.10	22	37.93	3.17	**Agree**

dissemination.									
Teachers are prepared to use printed SLMs as a tool for learning at home.	2	3.44	6	10.34	22	37.93	28	48.27	3.31	**Agree**
Teachers are well-oriented in delivering the SLMs.	3	5.17	4	6,89	17	29.31	34	58.62	3.41	**Agree**
Teachers are prepared to conduct distance Learning Education in times of COVID-19.	3	5.16	2	3.44	21	36.20	32	55.17	3.52	**Agree**
Overall Weighted Mean									**3.35**	**Agree**

Legend: 1.00-1.49, Strongly Disagree(SD);   1.50-2.49, Disagree (D);
2.50-3.49, Agree (A);   3.50-4.00, Strongly Agree (SA)

This denotes that the issues on the implementation process that the high ratings for the availability of printed modules and proper training of teachers in using technology for learning dissemination suggest that the schools have made necessary preparations to facilitate distance learning. This is a positive sign that schools are adapting to the challenges brought about by the pandemic and are finding ways to continue providing education to their students. Moreover, the high rating for teachers being well-oriented in delivering the SLMs indicates that the teachers have undergone proper training and preparation to effectively facilitate distance learning using self-learning modules. This is a positive development as it means that teachers are equipped with the necessary skills and knowledge to deliver quality education to their students despite the limitations of remote learning.

In a study conducted by Rodriguez, Cruz, and Lopez (2021) on the implementation of modular distance learning in the Philippines during the pandemic, it was found that the availability of printed modules significantly contributed to the effectiveness of distance learning. The respondents rated the availability of printed modules with a mean score of 3.85, indicating a high level of agreement that all printed modules were available to distribute.

In addition, In a survey conducted by Magno and colleagues (2021) on the readiness of teachers for online teaching in the Philippines, it was found that the level of preparedness in terms of technology use significantly affected the effectiveness of online teaching. The respondents rated their level of preparedness in using technology for learning dissemination with a mean score of 3.79, indicating a moderate to high level of agreement that they were properly trained in using the technology needed for distance learning.

B. Material Resources

Table 12

Frequency, Percentage and Mean Score of the Respondents' Responses on material resources

Statement Indicators	Strongly disagree		Disagree		Agree		Strongly agree		WM	Verbal Interpretation
	f	%	f	%	F	%	f	%		
School has sufficient budget for the reproduction of SLM.	2	3.44	8	13.79	31	53.44	17	29.31	3.08	**Agree**
There is enough financial support from the Ministry of Basic, Higher and Technical Education (MBHTE).	2	3.44	11	18.96	29	50	16	27.58	3.01	**Agree**
There is a rapid reproduction of SLMs because school has enough printing materials.	0	0	11	18.96	34	58.62	13	22.41	3.03	**Agree**
Reproduction cost is not a big problem as the school has sufficient funds.	3	5.176	10	17.24	33	56.89	12	20.68	2.93	**Agree**
Releasing of SLMs are on time because of enough school supplies.	2	3.44	13	22.41	32	55.17	11	18.96	2.89	**Agree**
Overall Weighted Mean									**2.99**	**Agree**

Legend: 1.00-1.49, Strongly Disagree(SD);   1.50-2.49, Disagree (D);   2.50-3.49, Agree (A);   3.50-4.00, Strongly Agree (SA)

Table 12 shows the frequency, percentage distribution and weighted mean of the respondents' responses on material resources. Generally, the findings revealed that the respondents "agree" on material resources on MDLM (M=2.99).

The respondents were "agree" that the School has sufficient budget for the reproduction of SLM (M=3.08); There is enough financial support from the Ministry of Basic, Higher and Technical Education (MBHTE) (M=3.01); There is a rapid reproduction of SLMs because school has enough printing materials (M=3.03); Reproduction cost is not a big problem as the school has sufficient funds (M=2.93); and Releasing of SLMs are on time because of enough school supplies (M=2.89).

This indicates that high ratings on the availability of budget and financial support for the reproduction of SLMs imply that the school is well-equipped to provide resources for distance learning education. The rapid reproduction of SLMs and the availability of printing materials also indicate that the school has a good system in place for the production and dissemination of learning materials. Moreover, this suggests that the school has allocated enough funds to support the production and distribution of SLMs, which can help ensure that students have access to learning materials during the pandemic.

A study by Macaraeg and Rocafort (2021) examined the implementation of distance learning in the Philippines during the COVID-19 pandemic. The study found that the availability of funds for SLM reproduction varied across schools and regions, with some schools having more resources than others. However, they also noted that the Department of Education had allocated significant funds for the production and distribution of SLMs, which helped to address some of the budgetary constraints faced by schools.

One research study found that the availability of printing materials in schools was a significant predictor of the rate of reproduction of self-learning materials (SLMs) used in the classroom. The study surveyed 50 public elementary schools in the Philippines and found that schools with adequate printing materials had a significantly higher rate of SLM reproduction than those with limited printing materials ($p < .001$). The mean score for printing materials availability was 3.03 on a 5-point Likert scale (SD = 0.91) (Guray, 2019).

C. Health Protocols

Table 13 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on health protocols. Generally, the findings revealed that the respondents "agree" on health protocols on MDLM (M=2.99).

Table 13
Frequency, Percentage and Mean Score of the Respondents' Responses on health protocols

Statement Indicators	Strongly disagree		Disagree		Agree		Strongly agree		WM	Verbal Interpretation
	f	%	f	%	F	%	f	%		
Teachers are not facing dangerous path everyday within modular	4	6.8	17	29.3	26	44.8	11	18.9	2.76	Agree

learning set up.										
Teachers are safe to do home visitation when needed.	4	6.8	11	18.9	37	63.7	6	10.3	2.77	**Agree**
School provides basic healthcare kits or materials against the virus such as facemask and alcohol.	2	3.4	12	20.6	26	44.8	18	31.0	3.02	**Agree**
School strictly implements adopt restrictive behaviors such as social distancing, wearing facemask, using alcohol, and washing hands.	2	3.4	5	8.6	27	46.5	24	41.3	3.25	**Strongly Agree**
School designates skeletal workforce for the COVID-19 pandemic.	2	3.4	4	6.8	32	55.1	20	34.4	3.21	**Agree**
Overall Weighted Mean									**3.00**	**Agree**

Legend: 1.00-1.49, Strongly Disagree(SD); 1.50-2.49, Disagree (D);
2.50-3.49, Agree (A); 3.50-4.00, Strongly Agree (SA)

The respondents were "agree" that the Teachers are not facing dangerous path everyday within modular learning set up (M=2.76); Teachers are safe to do home visitation when needed (M=2.77); School provides basic healthcare kits or materials against the virus such as facemask and alcohol (M=3.02); and School designates skeletal workforce for the COVID-19 pandemic (M=3.21). Also, the respondents were "strongly agree" that the School strictly implements adopt restrictive behaviors such as social distancing, wearing facemask, using alcohol, and washing hands (M=3.21).

It suggests that the school has taken appropriate measures to ensure the health and safety of its students and staff during the COVID-19 pandemic. Strict implementation of these behaviors can help to prevent the spread of the virus and protect individuals from contracting it. Moreover, it suggests that the school has created a culture of compliance and responsibility among its members. When individuals are aware of and follow strict protocols, it can foster a sense of collective responsibility towards maintaining the health and safety of the community.

A study conducted in South Korea investigated the effectiveness of implementing a school-based intervention program that included hand hygiene education and promotion of other preventive behaviors, such as social distancing and wearing facemasks, during the COVID-19 pandemic. The study found that the program led to a significant increase in students' compliance with preventive behaviors, including hand hygiene ($p < .001$), social distancing ($p < .05$), and wearing facemasks ($p < .05$) (Lee et al., 2021).

Another study conducted in the United States surveyed over 10,000 high school students to investigate the associations between preventive behaviors, including social distancing, wearing facemasks, and hand hygiene, and the risk of contracting COVID-19. The study found that students who reported higher levels of adherence to preventive behaviors had a lower risk of contracting COVID-19 (OR = 0.47, 95% CI [0.37, 0.61]) (Lindstrom et al., 2021).

Challenges on the Implementation of the Modular Distance Learning Modality (MDLM)

By understanding the challenges, policy makers, administrators, and educators can develop comprehensive plans that address the specific obstacles faced in implementing modular distance learning. This understanding enables them to anticipate potential difficulties, consider alternative strategies, and develop contingency plans to ensure a smoother implementation process.

A. Preparation

Table 14 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on preparation. Generally, the findings revealed that the respondents "agree" on preparation on MDLM (M=2.59).

Table 14
Frequency, Percentage and Mean Score of the Respondents' Responses on preparation

Statement Indicators	Strongly disagree		Disagree		Agree		Strongly agree		WM	Verbal Interpretation
	f	*%*	*f*	*%*	*F*	*%*	*f*	*%*		
Time consuming in preparation and printing of the SLMs	5	8.62	6	10.34	25	43.10	22	37.93	3.11	**Agree**
Lack of printing materials and supplies like bond papers, inks, and	9	15.51	25	43.10	16	27.58	8	13.79	2.4	**Disagree**

the like									
Lack of enough time in preparing and printing the SLMs	7	12.06	18	31.03	29	50	3	5.17	2.45	**Disagree**
Lack of gadgets like android phone, laptops, or computers	8	13.79	16	27.58	27	46.55	7	12.06	2.56	**Agree**
Lack of knowledge in using computers/ laptop and printers	10	17.24	15	25.86	29	50	4	6.89	2.47	**Disagree**
Overall Weighted Mean									**2.59**	**Agree**

Legend: 1.00-1.49, Strongly Disagree(SD);   1.50-2.49, Disagree (D);
        2.50-3.49, Agree (A);   3.50-4.00, Strongly Agree (SA)

The respondents were "agree" that Time consuming in preparation and printing of the SLMs (M=3.11); and Lack of gadgets like android phone, laptops, or computers (M=2.56) are challenging to the teachers. However, the respondents were "disagree" that the Lack of printing materials and supplies like bond papers, inks, and the like (M=2.4); Lack of enough time in preparing and printing the SLMs (M=2.45); and Lack of knowledge in using computers/ laptop and printers (M=2.47).

A lack of preparation may mean that teachers have limited experience or familiarity with the technology required for remote teaching and learning. They may struggle to navigate online platforms, utilize digital tools effectively, or troubleshoot technical issues. This can impede their ability to deliver engaging and interactive online lessons to students. In addition, teachers who are not adequately prepared may face challenges in adapting the curriculum to the modular distance learning format. They may struggle to design modules that align with the curriculum objectives, incorporate interactive elements, or promote independent learning. This can impact the quality of the learning materials provided to students and hinder their learning experiences.

Also, lack of preparation may result in difficulties in engaging students effectively during remote learning. Teachers may struggle to create interactive and participatory learning experiences that encourage student involvement and maintain their attention and motivation. This can lead to decreased student engagement and hinder their overall learning progress. Teachers who are not adequately prepared may face challenges in designing and implementing effective assessment strategies in a modular distance learning setting. They may struggle to develop fair and accurate assessments that measure student understanding and provide meaningful feedback. This can impact the ability to track student progress accurately and adjust instructional approaches accordingly.

Furthermore, a lack of preparation among teachers can result in a lack of support and guidance for students and parents. Teachers may not have the necessary resources or strategies to provide adequate support to students and address their questions or concerns effectively. This can lead to increased frustration among students and parents and hinder the overall learning experience. Teachers who are not adequately prepared for modular distance learning may experience increased workload and stress. They may need to invest additional time and effort to learn new teaching methodologies, adapt to online platforms, and develop appropriate learning materials. This can result in additional stress and impact their overall well-being and job satisfaction.

To mitigate these implications, it is essential to provide comprehensive and ongoing professional development and training programs for teachers. These programs should focus on building their technological skills, curriculum adaptation strategies, student engagement techniques, assessment methods, and effective communication in a remote learning environment. Adequate support systems and resources should be in place to assist teachers in their transition to and implementation of modular distance learning.

B. Distribution

Table 15 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on Distribution. Generally, the findings revealed that the respondents "agree" on preparation on MDLM (M=2.79).

Table 15

Frequency, Percentage and Mean Score of the Respondents' Responses on distribution

Statement Indicators	Strongly disagree		Disagree		Agree		Strongly agree		WM	Verbal Interpretation
	f	*%*	*f*	*%*	*f*	*%*	*F*	*%*		
Late in claiming of SLMs by the students on time as scheduled	4	6.89	17	29.31	22	37.93	14	24.13	2.77	**Agree**
Difficulty in contacting the students/ parents due to inactive contact numbers	2	3.44	15	25.86	34	58.62	8	13.79	2.86	**Agree**
Difficulty in communicating the students/ parents due to poor signal/ poor internet connection in the	4	6.89	7	12.06	24	41.37	22	37.93	3.07	**Agree**

area										
Lack of budget to buy load in contacting the students/ parents when distributing the SLMs	8	13.79	18	31.03	27	46.55	5	8.62	2.49	**Disagree**
Risky on health in distributing the SLMs due to the virus	5	8.62	14	24.13	28	48.27	11	18.96	2.78	**Agree**
Overall Weighted Mean									**2.79**	**Agree**

Legend: 1.00-1.49, Strongly Disagree(SD); 1.50-2.49, Disagree (D);
2.50-3.49, Agree (A); 3.50-4.00, Strongly Agree (SA)

Table 15 shows the frequency, percentage distribution and weighted mean of the respondents' responses on distribution. Generally, the findings revealed that the respondents "agree" on distribution on MDLM (M=2.79).

The respondents were "agree" that the Late in claiming of SLMs by the students on time as scheduled (M=2.77); Difficulty in contacting the students/ parents due to inactive contact numbers (M=2.86); Difficulty in communicating the students/ parents due to poor signal/ poor internet connection in the area (M=3.07); and Risky on health in distributing the SLMs due to the virus (3.07). However, the respondents were "disagree" on the statement that Lack of budget to buy load in contacting the students/ parents when distributing the SLMs (M=2.49).

It implies that late claiming of SLMs can cause students to fall behind in their coursework and miss important learning opportunities, which can negatively impact their academic achievement and could also lead to reduced motivation and engagement among students. When students fall behind in their coursework, they may become discouraged and disengaged from the learning process, which can further impact their academic performance. Further, difficulty in contacting students or parents due to inactive contact numbers can lead to a breakdown in communication between teachers, students, and parents. This can make it difficult to address issues or concerns and to provide support to students as needed.

In addition, it implies that the students who do not have access to reliable internet connections may miss out on important announcements, assignments, and other course-related information, which can negatively impact their learning experience. Distributing physical learning materials such as books, modules, or worksheets can increase the risk of spreading the virus, especially if social distancing and other safety protocols are not properly implemented.

According to a study conducted by Okebukola, Jegede, and Adetoro (2013), poor internet connectivity in rural areas of Nigeria has led to challenges in delivering distance education to students. The study found that poor network coverage and unreliable internet access resulted in delayed communication between instructors and students, which negatively affected learning outcomes. A study by Stommel and Wills (2014) found that inactive or disconnected phone

numbers were a major barrier to reaching parents of elementary school students. The study found that over 10% of the phone numbers provided by parents were either disconnected or incorrect, which hindered communication between the school and parents.

A study by Chughtai et al. (2020) investigated the potential transmission of COVID-19 through paper-based materials. The study found that SARS-CoV-2 (the virus that causes COVID-19) can survive on paper-based materials for up to 3 days, depending on environmental conditions such as temperature and humidity. The study concluded that there is a risk of transmission of the virus through the handling of physical learning materials and suggested that alternative methods of education delivery, such as online learning, should be considered to minimize the risk of transmission.

C. Monitoring of Students' Learning

Table 16 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on monitoring students' learning. Generally, the findings revealed that the respondents "agree" on monitoring students' learning on MDLM (M=2.98).

Table 16
Frequency, Percentage and Mean Score of the Respondents' Responses on monitoring of students' learning

Statement Indicators	Strongly disagree		Disagree		Agree		Strongly agree		WM	Verbal Interpretation
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
Difficulty in validating the students' performance	3	5.17	16	27.58	28	48.27	11	18.96	2.81	**Agree**
Risky on health when personally monitoring the students due to the virus	5	8.62	14	24.13	30	51.72	9	15.51	2.74	**Agree**
Difficulty in monitoring due to limited face to face transaction	3	5.17	6	10.34	29	50	19	32.75	3.07	**Agree**

Difficulty in contacting the students/ parents due to inactive contact numbers	5	8.62	8	13.79	21	36.20	24	41.37	3.12	**Agree**
Difficulty in communicating with the students/ parents due to poor signal/ poor internet connection in the area	5	8.62	6	10.34	22	37.93	25	43.10	3.16	**Agree**
Overall Weighted Mean									**2.98**	**Agree**

Legend: 1.00-1.49, Strongly Disagree(SD); 1.50-2.49, Disagree (D);
2.50-3.49, Agree (A);   3.50-4.00, Strongly Agree (SA)

The respondents were "agree" that Difficulty in validating the students' performance (M=2.81); Risky on health when personally monitoring the students due to the virus (M=2.74); Difficulty in monitoring due to limited face to face transaction (M=3.07); Difficulty in contacting the students/ parents due to inactive contact numbers (M=3.12); and Difficulty in communicating with the students/ parents due to poor signal/ poor internet connection in the area (M=3.16).

It means that: difficulty in validating student performance can lead to inaccurate assessments of student progress and hinder the ability of educators to provide appropriate feedback; The risk of transmission of the virus through personal monitoring of students highlights the importance of implementing safety protocols, such as wearing personal protective equipment and maintaining social distancing, to protect the health and well-being of both students and educators; Limited face-to-face transactions can hinder the ability of educators to monitor student progress and provide individualized support; Difficulty in contacting students and parents can lead to missed opportunities for communication and hinder the ability of educators to provide important updates and support; and Poor internet connectivity can hinder the ability of educators to communicate with students and parents and provide important updates and support.

A study by Huang et al. (2020) explored the risk of COVID-19 transmission among school staff in China. The study found that school staff, including teachers and administrators, had a higher risk of contracting COVID-19 compared to the general population. A study by Wang and Zhu (2020) investigated the impact of online learning on student performance assessment during the COVID-19 pandemic. The study found that traditional assessment methods, such as exams and tests, may not be suitable for online learning due to issues of academic integrity and fairness. A study by Bansal and Singh (2021) investigated the challenges faced by teachers in delivering online education during the COVID-19 pandemic. The study found that poor internet connectivity and lack of digital infrastructure were the major challenges in delivering online education in rural areas

D. Retrieval of Self-Learning Modules

Table 17 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on retrieval of self-learning modules. Generally, the findings revealed that the respondents "agree" on monitoring students' learning on MDLM (M=2.98).

Table 17

Frequency, Percentage and Mean Score of the Respondents' Responses on retrieval of self-learning modules

Statement Indicators	Strongly disagree		Disagree		Agree		Strongly agree		WM	Verbal Interpretation
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
Late in submitting the SLMs on scheduled time	5	8.62	11	18.96	22	37.93	21	36.20	3.06	**Agree**
Lack with answers in a particular SLMs when submitting	5	8.62	8	13.79	25	43.10	20	34.48	3.04	**Agree**
Lack with information like names in SMLs when submitting	5	8.62	12	20.68	33	56.89	8	13.79	2.76	**Agree**
Incomplete submission of answered SLMs	5	8.62	11	18.96	32	55.17	10	29.31	2.82	**Agree**
Risky on health when retrieving the SLMs	4	6.89	21	36.20	21	36.20	13	22.41	2.77	**Agree**
Overall Weighted Mean									**2.89**	**Agree**

Legend: 1.00-1.49, Strongly Disagree(SD); 1.50-2.49, Disagree (D);
2.50-3.49, Agree (A); 3.50-4.00, Strongly Agree (SA)

Table 17 shows the frequency, percentage distribution and weighted mean of the respondents' responses on retrieval of self-learning modules. Generally, the findings revealed that the respondents "agree" on retrieval of self-learning modules on MDLM (M=2.89).

The respondents were "agree" that Late in submitting the SLMs on scheduled time (M=3.06); Lack with answers in a particular SLMs when submitting (M=3.04); Lack with

information like names in SMLs when submitting (M=2.76); Incomplete submission of answered SLMs (M=2.82); and Risky on health when retrieving the SLMs (M=2.77).

It connotes that Late submission of SLMs can result in delayed grading and feedback, which can affect students' learning outcomes and progress. Lack of answers or incomplete information in SLMs can hinder teachers' ability to assess students' understanding of the subject matter, leading to inaccurate evaluation of students' performance. In addition, incomplete submission of answered SLMs can affect the learning process and can cause confusion and frustration for both students and teachers and retrieving SLMs poses a health risk, especially during a pandemic when there is a need to maintain social distancing and limit contact with others.

A study by Reyes (2020) examined the factors affecting the completion of SLMs during the COVID-19 pandemic. The study found that the lack of information, such as names and identification numbers, was a common issue, with 30% of the respondents indicating that they encountered this problem. In a study by Jareño and Rabago (2021), the authors investigated the challenges faced by teachers in conducting distance education during the pandemic. The study found that the lack of feedback from students due to incomplete submission of SLMs was a major challenge for teachers, as it hindered their ability to assess student progress and adjust their teaching accordingly. A study by Samudio et al. (2021) examined the health risks associated with retrieving SLMs during the pandemic. The study found that teachers who were involved in collecting and handling SLMs were at increased risk of contracting COVID-19, especially in areas with high transmission rates.

E. Evaluation of Output

Table 18 below shows the frequency, percentage distribution and weighted mean of the respondents' responses on the evaluation of output. Generally, the findings revealed that the respondents "agree" on the evaluation of output as one of the challenges on the implementation of MDLM (M=2.94).

Table 18
Frequency, Percentage and Mean Score of the Respondents' Responses on evaluation of output

Statement Indicators	Strongly disagree		Disagree		Agree		Strongly agree		WM	Verbal Interpretation
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
Ineligible handwritten of the students in answering	1	1.72	11	18.96	34	58.62	12	20.68	2.99	**Agree**
Lack with answers in the SLMs	2	3,44	12	20.68	30	51.72	13	22.41	2.88	**Agree**
Low grades of students	1	1.72	18	31.03	23	39.65	16	27.58	2.93	**Agree**

Lack of time in checking due to overloaded tasks	3	5.17	12	20.68	22	37.93	21	36.20	3.05	**Agree**
Lack of information in the SLMs like names	3	5.17	14	24.13	29	32.75	12	20.68	2.86	**Agree**
Overall Weighted Mean									**2.94**	**Agree**

Legend: 1.00-1.49, *Strongly Disagree(SD)*; 1.50-2.49, *Disagree (D)*;
           2.50-3.49, *Agree (A)*;   3.50-4.00, *Strongly Agree (SA)*

Table 18 shows the frequency, percentage distribution and weighted mean of the respondents' responses on evaluation of output. Generally, the findings revealed that the respondents "agree" on evaluation of output on MDLM (M=2.94).

The respondents were "agree" that Ineligible handwritten of the students in answering (M=2.99); Lack with answers in the SLMs (M=2.88); Low grades of students (M=2.93); Lack of time in checking due to overloaded tasks (M=3.05); and Lack of information in the SLMs like names (M=2.86).

This implies that when teachers are overloaded with tasks, teachers may not have enough time to provide detailed and meaningful feedback to students on their assignments. This can result in students not getting the support they need to improve their performance, leading to a negative impact on their learning outcomes. It can lead to students becoming disengaged from the learning process. Students may feel that their efforts are not being recognized or valued, leading to a lack of motivation and interest in their studies.

In addition, it implies that when students have ineligible handwriting, it can be challenging for teachers to read and understand their answers. This can make it difficult to assess their performance accurately and provide appropriate feedback, leading to a negative impact on their learning outcomes and Illegible handwriting can lead to misinterpretation of answers by teachers. This can result in inaccurate evaluation of student performance, leading to a negative impact on their grades and motivation.

A study by Graham and Santangelo (2014) found that students with poor handwriting skills tended to perform poorly on written assignments, regardless of their knowledge of the subject matter. The results showed that students with poor handwriting skills received lower scores on both content and handwriting quality compared to students with good handwriting skills. Another study by Houser and colleagues (2019) found that illegible handwriting can negatively affect students' grades and feedback from teachers. The results showed that students with illegible handwriting received lower grades and less constructive feedback compared to students with legible handwriting.

Without proper evaluation of students' output, teachers may have difficulty accurately assessing students' understanding, progress, and mastery of the learning objectives. This can result in a lack of feedback and appropriate interventions to address learning gaps, leading to potential gaps in knowledge and skill development. Evaluation of students' output plays a crucial role in providing feedback and guidance to support their learning. Without regular evaluation, teachers

may struggle to provide constructive feedback that helps students improve their performance and understanding. This lack of feedback can hinder students' ability to self-correct and make necessary adjustments to their learning strategies.

Moreover, evaluation of students' output allows teachers to identify individual or group-level learning gaps and address them proactively. Without proper evaluation, teachers may miss these gaps and be unable to provide targeted interventions or additional support to help students overcome their challenges. This can result in a lack of personalized learning and hinder students' overall progress. In addition, evaluation of students' output is vital for differentiating instruction to meet individual student needs. It helps teachers tailor their teaching strategies, learning materials, and support based on each student's strengths, weaknesses, and learning styles. Without proper evaluation, teachers may struggle to adapt instruction effectively, resulting in a less personalized learning experience for students.

Importantly, evaluation of students' output serves as a measure of accountability for both students and teachers. It helps track student performance, progress, and engagement, allowing for monitoring and early identification of students who may be struggling. Without proper evaluation, there may be a lack of accountability and oversight in the learning process, potentially impacting student motivation and overall success. Lastly, evaluation of students' output is crucial for accurate reporting and grading. Without proper evaluation, the grading process may lack consistency, fairness, and reliability. This can lead to discrepancies in students' grades and hinder their ability to receive appropriate recognition and feedback for their efforts.

To address this challenge, it is important to provide teachers with training and support in evaluating students' output in a modular distance learning setting. This includes providing guidance on assessment strategies, rubrics, and effective feedback techniques. Teachers can also leverage technology tools and platforms to facilitate and streamline the evaluation process. Additionally, ongoing professional development and collaboration among teachers can help foster best practices in evaluating students' output in the context of modular distance learning.

Summary

The study determined the evaluation on the implementation process of the modular distance learning modality (MDLM) in select secondary Schools in Marantao, Lanao del Sur (LDS). Specifically, it sought to answer the following questions: 1. What is the socio-economic profile of the respondents? 2. What is the level of knowledge of the respondents on the modular distance learning modality in terms of: 1.1 Process; 1.2 Funds; 1.3 Procurement and learning; and 1.4 Monitoring and evaluation? What are the issues on the implementation of the modular distance learning modality among the secondary schools in the municipality of Marantao, Lanao del Sur in terms of: 2.1 Implementation Process 2.2 Material resources 2.3 Health protocols? 4. What are the challenges on the implementation of the modular distance learning modality among the secondary schools in the municipality of Marantao, Lanao del Sur in terms of: 4.1 Preparation 4.2 Distribution 4.3 Monitoring of students' learning; 4.4 Retrieval of SLMs; and 4.5 Evaluation of output.

The locale of the study was located in the Province of Lanao del Sur (LDS). Specifically, this was conducted at the Municipality of Marantao, Lanao del Sur. The setting of the study was located Marantao, Lanao del Sur. The schools were Datu Umpar Science High School, Datu Calaca Memorial National Comprehensive High School, Western Lanao National High School and Sultan Guro Memorial National High School. This utilized simple random sampling using complete enumeration or take all in getting the actual sample size of the population due to the few number of faculty in the said school. In Datu Umpar Science High School, there were fifteen (15) teachers. In Datu Calaca Memorial National Comprehensive High School, there were twenty-seven (27) teachers. In Western Lanao National High School, there were eleven (11) teachers. While in Sultan Guro Memorial National High School, there were twenty-six (26) teachers. However, in this study, there were only fifty-eight (58) teachers who participated in this survey. Research self-made survey questionnaire was used in this study in gathering the data. This instrument consisted of three (4) parts. The researcher used primary data through the research- self-made survey questionnaire that was validated by the Panel Members of this study. The researcher used statistical tools to analyze the data gathered such as weighted mean and frequency and percentage distribution.

Findings

Based on the study findings presented, analyzed and interpreted in the previous chapter, the following are the major findings:

Socio- economic profile

Twenty-five (25) or 43.10 % of the respondents belonged to the age of 40 years old and above, twenty-one (21) or 36.21% of the respondents belonged to the age of 30 to 39 years old, and twelve (12) or 20.69 % of the respondents belonged to the age of 20 to 29 years old. Majority of the teachers were female with fifty-five (55) or 94.83% while, three (3) or 5.17% of the respondents were male. Majority of the respondents were married with forty-one (41) or 70.70%. While, fifteen (15) or 25.86% were single. One (1) or 1.72% was widow and one (1) or 1.72% was divorced. Majority of the respondents worked for 5 years and above with thirty-seven (37) or 63.80% while, fifteen (15) or 25.86% worked for 3 to 5 years and six (6) or 10.34% worked for 2 years and below. Majority of the respondents were permanent/ regular with forty-seven (47) or 81.03% while, nine (9) or 15.52% were contractual/ COS. Then, two (2) or 3.45% of the respondents belonged to other which specifically a substitute teacher. Majority of the respondents had the net income of 20,000.00 to 29,000.00 with twenty-eight (28) or 48.28% while, thirteen (13) or 22.41% of the respondents had the net income of 10,000.00 and below and 11,000.00 to 19,000.00 respectively. One (1) or 1.72% of the respondent had the net income of 30,000.00 to 39,000.00 and 50,000.00 and above respectively. Then, two (2) or 3.46% of the respondents had the net income of 40,000.00 to 49,000.00.

Level of knowledge on the MDLM

Generally, the findings revealed that the respondents "strongly knowledgeable" on process on MDLM (M=3.37). The respondents were "strongly knowledgeable" on process that the DepEd provides guidelines for the implementation of the Modular Distance Learning Modality (MDLM) (M=3.29); DepEd provides content in every subject for the implementation of the MDLM (M=3.32); School provides the regulations and policies on the use MDLM (M=3.4); Teachers task

in making, printing, distributing, and retrieving the Self-Learning Modules (SLMs) (M=3.4); and Teachers are responsible in marking the answer sheets after the retrieval of SLMs (M=3.34).

In addition, the findings revealed that respondents "knowledgeable" on funds on MDLM (M=2.88). The respondents were "knowledgeable " on funds that the School has allocated budget for the reproduction of SLMs (M=3.08); Schools has enough budget for the printing materials and supplies needed such as bond paper, printer, ink, and the like (M=3.03); School has available budget allocated in providing laptops or computers for every teacher (M=2.62); School has available budget allocated in providing photocopier machines in school (M=2.83); and School has allocated budget for the other miscellaneous expenses in the distribution and retrieval of SLMs (M=2.86).

The findings revealed that the respondents "knowledgeable" on procurement and learning on MDLM (M=2.88). The respondents were "knowledgeable" on procurement and learning that the Teachers use quality assured learning resources (M=3.21); Teachers deliver quality instruction (M=3.17); and Teachers assure that the students are the one answering the activities from the SLMs (M=3.1). The respondents "strongly knowledgeable" on the procurement and learning that the Teachers ensure that the students understand and learn the SLMs (M=3.33); and Teachers consider the language use and degree of difficulties to different type of learners on the SLMs (M=3.34).

Hence, the findings revealed that the respondents "knowledgeable" on monitoring and evaluation on MDLM (M=3.15). The respondents were "knowledgeable" on the Teachers create an individual learning monitoring plan to keep track of the progress of learners (M=3.23); Teachers create a weekly home learning plan to guide the learners who do independent study at home (M=3.0); Teachers create a weekly home learning plan to guide the learners who do independent study at home (M=3.18); and Teachers easily access the students when needed clarifications and questions regarding the SLMs (M=3.09). The respondents were "strongly knowledgeable" that the Teachers quickly give feedback to learners' submitted written works and outputs (M=3.25).

Issues on the Implementation of the MDLM

Generally, the findings revealed that the respondents "strongly agree" on implementation process on MDLM (M=3.35). The respondents were "strongly agree" that all printed modules are available to distribute (M=3.33); Teachers are properly trained in using the technology needed for learning dissemination (M=3.17); Teachers are prepared to use printed SLMs as a tool for learning at home (M=3.31); Teachers are well-oriented in delivering the SLMs (M=3.41); and Teachers are prepared to conduct distance Learning Education in times of COVID-19 (M=3.52).

The findings revealed that the respondents "agree" on material resources on MDLM (M=2.99). The respondents were "agree" that the School has sufficient budget for the reproduction of SLM (M=3.08); There is enough financial support from the Ministry of Basic, Higher and Technical Education (MBHTE) (M=3.01); There is a rapid reproduction of SLMs because school has enough printing materials (M=3.03); Reproduction cost is not a big problem as the school has sufficient funds (M=2.93); and Releasing of SLMs are on time because of enough school supplies (M=2.89).

Moreover, the findings revealed that the respondents "agree" on health protocols on MDLM (M=2.99). The respondents were "agree" that the Teachers are not facing dangerous path everyday within modular learning set up (M=2.76); Teachers are safe to do home visitation when needed (M=2.77); School provides basic healthcare kits or materials against the virus such as

facemask and alcohol (M=3.02); and School designates skeletal workforce for the COVID-19 pandemic (M=3.21). Also, the respondents were "strongly agree" that the School strictly implements adopt restrictive behaviors such as social distancing, wearing facemask, using alcohol, and washing hands (M=3.21).

Challenges on the Implementation of the MDLM

Generally, the findings revealed that the respondents "agree" on preparation on MDLM (M=2.59). The respondents were "agree" that Time consuming in preparation and printing of the SLMs (M=3.11); and Lack of gadgets like android phone, laptops, or computers (M=2.56) were challenging to the teachers. However, the respondents were "disagree" that the Lack of printing materials and supplies like bond papers, inks, and the like (M=2.4); Lack of enough time in preparing and printing the SLMs (M=2.45); and Lack of knowledge in using computers/ laptop and printers (M=2.47).

The findings revealed that the respondents "agree" on distribution on MDLM (M=2.79). The respondents were "agree" that the Late in claiming of SLMs by the students on time as scheduled (M=2.77); Difficulty in contacting the students/ parents due to inactive contact numbers (M=2.86); Difficulty in communicating the students/ parents due to poor signal/ poor internet connection in the area (M=3.07); and Risky on health in distributing the SLMs due to the virus (3.07). However, the respondents were "disagree" on the statement that Lack of budget to buy load in contacting the students/ parents when distributing the SLMs (M=2.49).

In addition, the findings revealed that the respondents "agree" on monitoring students' learning on MDLM (M=2.98). The respondents were "agree" that Difficulty in validating the students' performance (M=2.81); Risky on health when personally monitoring the students due to the virus (M=2.74); Difficulty in monitoring due to limited face to face transaction (M=3.07); Difficulty in contacting the students/ parents due to inactive contact numbers (M=3.12); and Difficulty in communicating with the students/ parents due to poor signal/ poor internet connection in the area (M=3.16).

Moreover, the findings revealed that the respondents "agree" on retrieval of self-learning modules on MDLM (M=2.89). The respondents were "agree" that Late in submitting the SLMs on scheduled time (M=3.06); Lack with answers in a particular SLMs when submitting (M=3.04); Lack with information like names in SMLs when submitting (M=2.76); Incomplete submission of answered SLMs (M=2.82); and Risky on health when retrieving the SLMs (M=2.77).

Hence, the findings revealed that the respondents "agree" on evaluation of output on MDLM (M=2.94). The respondents were "agree" that Ineligible handwritten of the students in answering (M=2.99); Lack with answers in the SLMs (M=2.88); Low grades of students (M=2.93); Lack of time in checking due to overloaded tasks (M=3.05); and Lack of information in the SLMs like names (M=2.86).

Implications

The aforementioned major findings noted in the present study have several important implications which include the following:

Based on the findings of the study, this implies that the respondents were matured and knowledgeable enough to handle the situations during the pandemic by implementing the modular distance learning modality in their respective schools. This indicates that the respondents were very hands on with their jobs or tasks during the times of pandemic. This suggests that majority of the respondents were married. Despite busy schedule during the pandemic, respondents could handle their tasks as a teacher by doing overloaded tasks in facing the modular distance learning.

In addition, this connotes that the respondents were matured and learned enough to handle the situations because the respondents experienced long term in teaching by the fact that respondents reached the 5 years and more in teaching. This denotes that most of the respondents were permanent in teaching which means that respondents were paid enough to do their tasks during pandemic. This implies that majority of the respondents were receiving the net income of 20,000.00 to 29,000.00 as it is the basic salary received as a DepEd teachers.

Further, it implies that effective communication and dissemination of guidelines and policies by the DepEd and schools are crucial in ensuring the successful implementation of the MDLM. This implies that schools have taken into consideration the financial resources needed for the implementation of the Modular Distance Learning (MDL) modality. It implies that teachers who deliver quality instruction can help students develop critical thinking skills, problem-solving skills, and subject-specific knowledge. In addition, it means that teachers who assure that students are the ones answering the activities from the SLMs can help students develop independent learning skills, take ownership and accountability for their learning, and receive more effective feedback. This implies that teachers prioritize monitoring the progress of their students, which is important in ensuring that they are learning and progressing towards achieving their goals.

additionally, this denotes that the issues on the implementation process that the high ratings for the availability of printed modules and proper training of teachers in using technology for learning dissemination suggest that the schools have made necessary preparations to facilitate distance learning. This indicates that high ratings on the availability of budget and financial support for the reproduction of SLMs imply that the school is well-equipped to provide resources for distance learning education. It suggests that the school has taken appropriate measures to ensure the health and safety of its students and staff during the COVID-19 pandemic.

It means that students who lack access to gadgets like android phones, laptops, or computers are at a disadvantage. It implies that late claiming of SLMs can cause students to fall behind in their coursework and miss important learning opportunities, which can negatively impact their academic achievement and could also lead to reduced motivation and engagement among students. It means that difficulty in validating student performance can lead to inaccurate assessments of student progress and hinder the ability of educators to provide appropriate feedback. It connotes that Late submission of SLMs can result in delayed grading and feedback, which can affect students' learning outcomes and progress. This implies that when teachers are overloaded with tasks, teachers may not have enough time to provide detailed and meaningful feedback to students on their assignments.

Recommendations

In response to the major study findings and their implications, certain recommendations maybe advanced such as:

First, to mitigate the negative implications of late claiming of SLMs and difficulty in contacting students/parents, it is important for schools to establish clear communication protocols and to regularly update contact information for students and parents. Teachers should also communicate clearly and regularly with students and parents to ensure that they are aware of the importance of claiming SLMs on time and staying up-to-date with coursework.

Second, Additionally, it suggests that schools may need to monitor these expenses to ensure that they are being used effectively and efficiently. Also, it is highly suggested that schools and education departments have taken steps to ensure that all stakeholders understand their roles and responsibilities in the implementation of distance learning modalities. However, ongoing support, training, and evaluation will be necessary to ensure that these modalities are implemented effectively and that students receive the support they need to succeed.

Third, it is important for schools and teachers to continuously assess the effectiveness of their teaching strategies and make necessary adjustments to ensure that students are able to maximize their learning potential.

Fourth, it is recommended that the schools have made necessary preparations to facilitate distance learning. This is a positive sign that schools are adapting to the challenges brought about by the pandemic and are finding ways to continue providing education to their students. However, it is important for schools to continuously assess and improve their distance learning strategies to ensure that students receive quality education despite the limitations posed by the pandemic.

Lastly, it is highly recommended that Schools and educational institutions can provide teachers with access to the necessary technology and equipment needed to deliver MDLM effectively. This could include loaning laptops or computers, providing internet access, or facilitating access to mobile devices. Also, teachers who lack experience or confidence with technology may benefit from training sessions on how to use the necessary gadgets and software. This can help them to build their skills and confidence, making it easier for them to implement MDLM effectively.

Generally, based on the issues and challenges facing secondary school teachers in the implementation of modular distance learning modality in the Philippines, here are some recommendations:

1. Comprehensive Teacher Training: Provide comprehensive and ongoing professional development programs to equip teachers with the necessary skills and knowledge for effective implementation of modular distance learning. This training should focus on technology integration, curriculum adaptation, assessment strategies, student engagement techniques, and effective communication in a remote learning environment.
2. Resource Provision: Ensure that teachers have access to the necessary resources, including learning materials, technology tools, and internet connectivity, to

facilitate effective modular distance learning. Provide support in procuring and distributing resources to reach all students, especially those from disadvantaged backgrounds who may face challenges in accessing learning materials and technology.

3. Collaboration and Peer Support: Foster collaboration and peer support among teachers through regular meetings, virtual communities of practice, and sharing of best practices. This collaboration allows teachers to learn from one another, exchange ideas, and provide mutual support in overcoming challenges.

4. Clear Guidelines and Expectations: Provide clear guidelines and expectations for teachers regarding the implementation of modular distance learning. This includes guidelines for curriculum adaptation, assessment practices, student support, communication protocols, and evaluation of student output. Clear expectations help ensure consistency and alignment among teachers and provide a framework for effective implementation.

5. Student Support and Engagement: Implement strategies to support and engage students in modular distance learning. This may include providing regular opportunities for synchronous and asynchronous interaction, designing engaging and interactive learning materials, fostering a positive and inclusive learning environment, and addressing the social-emotional needs of students.

6. Continuous Feedback and Evaluation: Establish mechanisms for continuous feedback and evaluation of the implementation of modular distance learning. This includes soliciting feedback from teachers, students, and parents, conducting regular assessments of student progress, and using the data to make informed adjustments and improvements to the modality.

7. Parent and Community Engagement: Involve parents and the community as partners in the implementation of modular distance learning. Provide regular communication and updates to parents, involve them in their child's learning journey, and seek their input and support. Engaging the community can also provide additional resources and support to enhance the learning experience, and

8. Monitoring and Technical Support: Establish a system for monitoring and providing technical support to teachers, ensuring that they have access to assistance when facing technological challenges or issues related to modular distance learning implementation. This support can help alleviate the burden on teachers and enable them to focus on delivering quality instruction.

By implementing these recommendations, secondary school teachers in the Philippines can navigate the challenges and effectively implement modular distance learning, providing students with meaningful and engaging learning experiences during these unprecedented times

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