

Perceptions Of Private School Teachers on Modular Distance Learning in Masbate City: Implications for Policy and Practice

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Abstract — Despite the challenges brought upon by the Covid-19 Pandemic, the Department of Education ensures that learning will still remain unhampered without jeopardizing the health and safety of the students and school employees through the implementation of Modular Distance Learning in both public and private schools. Teachers are the spearhead of this new learning modality to be a success, with the help of the competencies that are possessed by the teachers, and the necessary preparation to continue providing the best education that children need while staying at home, with the aid and support coming from the parents. This study explored the perceptions of private school teachers in the City of Masbate regarding modular distance learning (MDL), employing a one-way Analysis of Variance (ANOVA) to determine if there were significant differences in the perceptions among private school teachers. Through a survey that included both demographic profiling and an assessment of teachers' experiences with MDL, the study found a variation in teachers' agreements and disagreements with the factors influencing their experiences. The results indicated a significant difference in how teachers perceived MDL, highlighting the diversity in their responses. Data were analyzed using frequency counts, percentages, and weighted means, while a 5-point Likert scale was utilized to measure levels of agreement. The findings have important implications for policymakers and school administrators, emphasizing the need for tailored support to address the challenges faced by teachers in the modular learning setup. The study also suggests avenues for future research to explore additional variables that could further enhance understanding of the complexities surrounding module distance learning

Keywords — *modular distance learning, private school teachers, perceptions, teachers' experience*

I. Introduction

Learning takes place within the four walls of the classroom. The teaching and learning process that we are used to have been face to face since the beginning of time. It became a norm

to learn with the help of a teacher who teach personally and have fun doing activities with our fellow classmates in the school, which we referred to as our second home. It is also a right of each and every one to have a quality education at all levels stated in the Article 14, 1987 Philippine constitution. The kind of education that we have has been going on for a long passage of time. Unfortunately, last January 30, 2020, the Department of Health ¹ in the Philippines confirmed its very first case of novel corona virus, commonly known as COVID-19. The COVID-19 pandemic in the Philippines is part of a global coronavirus disease pandemic that began in 2019 and is caused by coronavirus 2 (severe acute respiratory syndrome) (SARS-Cov-2). Since March 15, 2020, the national and local governments have imposed community quarantines and lockdowns to prevent the virus from spreading. It had a significant influence on all elements of life, resulting in the loss of jobs, family incomes, food security, companies, children's education, and, worst of all, countless deaths.

According to Norman (2020)² due to the global expansion of the COVID-19 pandemic, the traditional face to face lecture method of teaching, in which pupils absorbs knowledge with the help of the teacher has been abruptly discontinued in all educational systems. Most institutions of higher learning around the country are implementing hybrid classes and distance learning as a matter of need, ensuring safety precautions in every school site domestically and globally. The COVID-19 pandemic has changed the world, but the education has been trying to rise above amidst the challenges. The Department of Education has designed innovative methods of continuing education through various learning modalities, allowing students to learn while staying at home. Modular distance learning, online distance learning, and blended learning are some of the options. Due to the slow internet connections and poor signal coverage at home, the majority of the parents, teachers and students are in favor of modular distance learning as a learning modality among others.

The SLMs and other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner," DepEd Secretary Leonor Briones³ said. "They will cover all the bases in ensuring that basic education will be accessible amid the current crisis posed by COVID-19." In the study of Llego, M.A.⁴ he described Modular Distance Learning in the form of individualized instruction that allows learners to use self-learning module (SLM's) in print or digital format whichever is applicable in the context of the learner and other learning resources like learner's materials, textbooks, activity sheets, study guides and other study materials. The modules include sections on motivation and assessment that serve as a complete guide of both teachers and students desired competencies. Teachers will monitor the learner's progress through home visits following social distancing protocols as well as wearing of facemasks.

Due to some errors and a lack of valuable resources in printing, as well as the manpower to conduct all of the activities in a short span of time, the teachers found it difficult to execute this modality. Since the class began late, the school staff has done everything possible to best provide

the pupils with the quality education that they needed amidst the backlash that they have encountered.

Thus, this study aimed to look into the perceptions on modular distance learning among Private School Teachers in the City of Masbate. Specifically, it seeks answers to the following questions: first, what is the demographic profile of teachers in terms age, sex, civil status, educational Attainment, school, length of service, grade level taught and number of subjects handled. Second, private school teachers' perceptions on modular distance learning in terms of teacher's readiness to modular distance learning, teacher's learning resources, instructional delivery, time management and other perceptions on modular distance learning. Lastly, is there a significant difference in the perceptions on modular distance learning among private school teachers.

Based on the findings, recommendations for improving teacher readiness, resource allocation, and instructional strategies could be made, along with insights into administrative support needed to enhance the effectiveness of modular learning.

II. Methodology

Design

This study utilized a descriptive research approach to determine the perceptions about modular distance learning among private school teachers. The study adopts a descriptive analysis method to depict and analyze the teachers' perceptions and their observations.

Sampling

Considering the number of private school teachers in the City of Masbate, random sampling was employed. There were schools and teachers who were treated as willing respondent who participated in this study. Hence, 92 private school teachers were made the respondents of this study. The respondents were asked to answer a survey-questionnaire to determine perceptions about modular distance learning among private school teachers.

Instrument Used

For the same purpose, the researcher-made instrument was utilized, which was based on previous surveys. Others who were not included in the study served as the instrument's validation participants.

The survey questionnaire consisted of 2 parts. Part I- assess the demographic profile of the respondents- age, gender, civil status, educational attainment, the school they are affiliated with, length of service, grade level taught, and the number of subjects they handle. Part II consist of private school teachers' perceptions of modular distance learning with five (5) sub-topics which

are teachers' readiness to modular distance learning, teachers learning resources, instructional delivery, time management, and other perceptions about modular distance learning with 7, 5, 3, 3, 10 indicator statements accordingly, followed by the significant difference in the perceptions on modular distance learning among private school teacher. A 5-point Likert scale was also utilized to interpret the data. The researcher utilized the procedure below in conducting the study.

Phase 1. Development, Validation, and Approval of the Research Title. The researcher submitted capsule research to the adviser for checking on the proposed title of the study. The research capsule encompassed the research problems, respondents and sampling, research design, as well as the sources used. Suggestions and comments provided were incorporated into the study.

Phase 2. Development and Validation of Research Instrument. The formulation of the questionnaires commenced by aligning them with the Statement of the Problem. For identifying the impact of streamlining administrative tasks on teachers' efficiency and school management effectiveness. The researchers then presented the questionnaire to the advisor for revisions and final approval.

Phase 3. Writing and Giving of Permission Letter to the SDS. A letter was noted by the researcher's adviser. Afterward, the letter was submitted to the Schools Division Superintendent of City of Masbate for approval and submitted to the school principal of the following private school to conduct the study.

Phase 4. Administration of Instruments to the Respondents. The questionnaires were administered to the respondents. Instructions and directions were clearly and vividly explained. After filling up and answering the questionnaires, it was collected by the researchers.

Phase 5. Data Recording and Tabulating. Data gathered from the teachers was then recorded and tabulated for analysis and interpretation by the statistician.

Ethical Issues. The researcher ensured permission to conduct the study and was obtained from the appropriate authorities through written communication. The survey questionnaire employed in the research strictly prohibited any use of offensive, discriminatory, or inappropriate language. Respondents had the option to provide personal details, including their names, as it was marked "optional." Participation in the study was entirely voluntary. All cited authors were properly credited and acknowledged in the references.

Treatment of Data. Simple Frequency, Percentage, and Weighted Mean were used to analyze the demographic profile data, as well as the impact of streamlining administrative tasks on teachers' efficiency and school management effectiveness. Additionally, a one-way Analysis of Variance (ANOVA) was employed to examine the significant difference in the perceptions on modular distance learning among private school teacher.

III. Results and Discussion

1. PERSONAL AND PROFESSIONAL PROFILE

Table 1.1
Respondents' Profile as to Age

Age	Frequency	Percentage	Rank
30 years old and below	80	87%	1
31-40 years old	11	12%	2
41-50 years old	0	0%	4
51 and above years old	1	1%	3
Total	92	100	

Table 1.1 shows the distribution of respondents by age. It can be gleaned from the table that most of the respondents are 30 years old or below and comprised 87% of the total respondents. The cumulative percentage of the respondents whose ages are 31 years old and above is 13%.

The data implied that most of the private school teachers are fresh graduates who seek to have a work, gain experience, and grow professionally in their chosen career, which is to be an educator. With the challenge brought upon by the pandemic, this factor contributed to the fast pace action of the younger ones since older teachers are not familiar and trained with the use of technological tools. The study revealed that teachers' fundamental characteristics, such as age, moderately influenced their engagement in technology. Meanwhile, respondents also excelled in all aspects of teaching, demonstrating an outstanding interpretation of their performance (Jangao, J. T., & Osias, N. C., 2024)⁵.

Table 1.2
Respondents' Profile as to Sex

Sex	Frequency	Percentage	Rank
Male	33	36%	2
Female	59	64%	1
Total	42	100%	

Table 1.2 shows the distribution of respondents as to sex. The data revealed that most of the respondents or 64% of the total are female and 36% are male.

It appears that there are more female than male private school teachers. Various studies have revealed how males and females vary widely in terms of performance. On the interpersonal aspect, women excelled more than males (Ross-Hai, 2020).⁶, in connection to modular distance learning, teachers are good in communication making it a way to give support and guidance to the parents and students. These findings support the study's conclusion that there are more female teachers than male teachers.

Table 1.3
Respondents' Profile as to Civil Status

Civil Status	Frequency	Percentage	Rank
Single	78	85%	1
Married	13	14%	2
Widowed	1	1%	3
TOTAL	92	100%	

Table 1.3 shows the distribution of respondents as to civil status. It can be gleaned that most of the surveyed teachers are still single which comprised 85% of the total while 14% of them are already married and there is a sole teacher who is a widowed.

Both married and single private school teachers, according to the study of (M. Alcala, 2013)⁷ they are responsible in their duties since they are already mature enough, educated and experienced. These individuals are capable of dealing with any challenges especially in this time of pandemic, in the implementation of modular distance learning.

Table 1.4
Respondents' Profile as to Educational Attainment

Educational Attainment	Frequency	Percentage	Rank
BS Graduate	61	66%	1
With MA Units	30	33%	2
MA Degree	1	1%	3
With Doctoral Units	0	0%	
Doctoral Degree	0	0%	
TOTAL	92	100%	

As gleaned in table 1.4, a significant portion of the respondents, 30% of the surveyed teachers are currently pursuing a master's degree while there is a sole respondent who is already a master's degree holder. Most of the teachers from the five schools who are surveyed for this study are fresh graduates or are not yet working towards a master's degree.

As shown in the table only one finished their master's degree and some are still on the process of finishing the degree. However, the data implied that all of them are educationally qualified. One of the most important aspects of a good school is a professional and educationally qualified teacher. The teacher is an essential part of the school's effectiveness, especially in this new teaching and learning modality. According to Darling-Hammond et al. (2019)⁸ in this critical journey schools should give training and workshops for teachers to provide them with the skills and information needed for distance learning education.

Table 1.5
Respondents' Profile as to Name of School

Name of School	Frequency	Percentage	Indicators
Osmena Colleges	60	65.2%	1
MICSI	11	12.0%	2
Sacro Costato	6	6.5%	4
Liceo De Masbate	9	9.8 %	3
Dominic	6	6.5%	4
Total	92	100	

Table 1.5 shows the distribution of respondents by their name of school, the number of teachers who were surveyed from each of the five identified private schools in the City of Masbate for the completion of this study. Among these schools, Osmena Colleges has the highest percentage of participating teachers in this study which comprised approximately 65% percent of the total while the 35% of the 92 respondents are from the other four private schools.

Schools as one of the essential institutions in the education of the students, has been greatly affected and as claimed by C. Loose & M. Ryan., (2020)⁹ “the pandemic caused immediate shutdowns to schools and universities fundamentally changing how we plan for, teach, guide, and work with students”.

Table 1.6
Respondents' Profile as to Length of Service

Length of Service	Frequency	Percentage	Rank
5 years and below	88	96%	1
6-10 years	3	3%	2
11-15 years	0	0%	
16 years and above	1	1%	3
Total	92	100	Total

Table 1.6 shows the distribution of respondents as to length of service. As revealed in the table above, most of the surveyed teachers are teaching in private schools for five years or below. There are three teachers whose teaching experience in private schools ranges from 6 to 10 years. Among the 92 respondents, there is one teacher who are working in a private school for almost 16 years.

The data implied that there are only few private school teachers with more length of service than those who are teaching for five years and below, but on a certain manner, those private school teachers cope way better and adjust to the changes from face-to-face class to modular distance learning. Teachers who have taught for several years have more experience dealing with challenging situations such as pandemic or natural tragedies according to Kini & Podolsky (2016)¹⁰.

Table 1.7
Respondents' Profile as to Grade Level Taught

Grade Level Taught	Frequency	Percentage	Rank
K1	1	1.1%	7
K2	1	1.1%	7
Grade 1	5	5.4%	5.5
Grade 2	4	4.4%	6.5
Grade 3	4	4.4%	6.5
Grade 4	5	5.4%	5.5
Grade 5	4	4.4%	6.5
Grade 6	5	5.4%	5.5
Grade 7	11	12.0%	2
Grade 8	9	9.8%	4
Grade 9	10	10.9%	3
Grade 10	11	12.0%	2
Grade 11	12	13.0%	1
Grade 12	10	10.9%	3
Total	92	100	Total

Table 1.7 shows the distribution of respondents as to grade level taught. As revealed in the table that the cumulative percentage of the respondents who are teaching key stage 1 (Kinder to Grade 3) is 16.4% or 15 of the total while those who are teaching in key stage 2 (Grades 4 to 6) is 15.2% or 14 of the total. The respondents who are assigned to teach in key stage 3 (Junior High School) comprised 44.7% of the total while 23.9% of the total respondents are teaching in the key stage 4 (Senior High School).

As shown in the table, there are more secondary school teachers than elementary school teachers.

Table 1.8
Respondents' Profile as to Number of Subjects Handled

Number of Subjects Handled	Frequency	Percentage	Rank
1	11	12.0%	3
2	23	25.0%	1
3	4	4.3%	6
4	1	1.1%	9.5
5	5	5.4%	5
6	2	2.2%	8
7	9	9.8%	4.5
8	15	16.3%	2
9	3	3.3%	7
10	1	1.1%	9.5
11	9	9.8%	4.5
12	9	9.8%	4.5
Total	92	100	

Table 1.8 shows the distribution of respondents as number of subjects handled. As revealed in the table that that most of the respondents are teaching 2 subjects which comprised 25% or 23

of the surveyed teachers and 16.3% or 15 of the total are teaching 8 different subjects. Eleven different subjects are being taught by 9.8% of the respondents or 9 out of 92 respondents for they have a different curriculum with other schools and number of subjects offered. There are also 9 teachers who are teaching 12 different subjects. As clarified by the researcher, the teachers are teaching subjects from different grade levels.

This data implies that, in the context of modular distance learning, challenges arise in the crafting and preparation of modules, as well as the volume of printed copies required. However, teachers remain committed to providing quality education, given sufficient preparation time. Similarly, findings from Sonnenschein, Stites, and Galczyk (2022)¹¹ highlight that early childhood educators generally felt ill-prepared to deliver developmentally appropriate remote instruction during the COVID-19 pandemic, which further emphasizes the need for proper preparation and support in teaching remotely.

2. PERCEPTIONS ON THE FACTORS EXPERIENCED BY PRIVATE SCHOOL TEACHERS IN MODULAR DISTANCE LEARNING

Table 2.1
TEACHER’S READINESS FOR MODULAR DISTANCE LEARNING

INDICATORS	Extent of Agreement					Weighted Mean	Description	Rank
	5	4	3	2	1			
1. I am physically, mentally, and emotionally prepared for modular distance learning	9	59	22	0	2	3.79	Agree	7
2. I attend trainings and seminars to be equipped with skills needed for this new modality of teaching	30	53	9	0	0	4.23	Agree	2
3. I conduct a survey to cater the needs of the learners in this so-called new normal	12	55	25	0	0	3.86	Agree	6
4. I am ready and prepared in embracing changes in this teaching landscape.	15	56	21	0	0	3.93	Agree	5
5. I have ample knowledge and skills in using different tools needed for modular distance learning	10	67	15	0	0	3.95	Agree	4
6. I try to explore different tools that will better suit the needs and capacity of our students	28	55	7	2	0	4.18	Agree	3
7. I ask for assistance from those who are experts in using technology so I will be more acquainted with integrating it into my lessons	35	49	8	0	0	4.29	Agree	1

Shown in table 2.1 is the extent of agreement of the respondents to each indicator about the teachers’ readiness for modular distance learning. Almost all of the respondents agreed on all of the indicators. The result revealed that the responses needed to ask for assistance from ICT

experts in integrating technology into their lessons in the said modality as it ranked first with a weighted mean of 4.29. It can be gleaned from the table that only 8 respondents neither agree nor disagree with this indicator. The first indicator has the lowest weighted mean which is 3.79. This is the only indicator with two respondents who strongly disagreed and 22 respondents who neither agree nor disagree.

The data implied that the respondents have a positive perception of the readiness of private school teachers for modular distance learning. In the study of Jayani (2021)¹² there is a high level of readiness in the teacher perceptions about modular distance learning. According to Refae (2021)¹³ although teachers and students expressed high satisfaction with the institutional readiness for distance learning and believed in its benefits and opportunities, the study found out that they were aware of the difficulties that distance learning faces.

Table 2.2
TEACHER’S LEARNING RESOURCES

INDICATORS	Extent of Agreement					Weighted Mean	Description	Rank
	5	4	3	2	1			
1. I have limited knowledge and skills in using online learning tools and manipulating devices.	29	50	10	3	0	3.71	AGREE	3
2. I have functional laptops and available computers.	38	45	6	3	0	4.15	AGREE	1
3. The school has enough numbers of printers for the printing of modules.	30	50	12	0	0	3.64	AGREE	4
4. I have a stable internet connection.	16	35	28	13		3.59	AGREE	5
5. The school has enough supply of printing materials and other educational supplies.	20	45	22	5		3.87	AGREE	2

Shown in table 2.2 is the extent of agreement of the respondents about the learning resources needed for modular distance learning. Out of the 92 respondents, two respondents disagreed about the indicator which states that the teachers have functional laptops and available computers; however, this is the indicator with the highest level of agreement. It is an implication that most of the teachers have available laptops or computers. In terms of internet connection, it is a problem for 13 respondents as they disagreed with the indicator which states that they have a stable internet connection which is deemed important in distance learning. Few of the respondents also disagreed with the indicator which states that their school has enough numbers of printers for the reproduction of modules.

There may be several respondents who expressed their disagreement on each of the indicators of teachers learning resources, but still, most of the respondents have a positive perception in terms of the available resources that will aid the private school teachers in the modular distance learning as they agreed in all of the indicators in connection to that, Rabacal, J.

S. et al. (2020)¹³ seconded and stated that “teachers must be provided with support as they continue to adapt to the impact brought by the COVID-19 pandemic”.

Table 2.3
INSTRUCTIONAL DELIVERY

INDICATORS	Extent of Agreement					Weighted Mean	Description	Rank
	5	4	3	2	1			
1. I organize a plan for the conduct of modular distance learning	10	53	22	6	1	4.14	AGREE	3
2. I encourage parents to actively guide their children in modular distance learning	30	48	12	2		4.28	AGREE	1
3. I assist learners in need of academic assistance through online platforms and conduct home visits following health protocols.	18	35	27	12		4.20	AGREE	2

It can be gleaned from the table that among the three indicators, the respondents agreed the most on the indicator which states that the teachers encourage the parents to actively guide their children in modular distance learning. The third indicator which states that the teachers assist learners in need of academic assistance through online platforms and conduct home visitations with observance of the health protocols has the greatest number of disagreements from the respondents.

According to Godwin, Kaur, and Sonnenschein (2023)¹⁴, most teachers (77%) found it somewhat or very difficult to manage children's attention during synchronous instruction. In contrast, only 20% of teachers reported the same difficulty with in-person instruction prior to the pandemic. This highlights the additional challenges teachers face in the modular distance learning setup. Teachers continue to play an active role in the preparation of the modules, determining periods, planning activities, and evaluating student progress. However, as emphasized in the study, the support of students and parents is crucial for the success of this modality. With effective communication and cooperation, the task of completing modules becomes more manageable, while also reducing the risks of exposure to the coronavirus.

Table 2.4
TIME MANAGEMENT

INDICATORS	Extent of Agreement					Weighted Mean	Description	Rank
	5	4	3	2	1			
1. I establish routines through habits and practices in a set schedule of printing, checking, and recording	32	52	7	1	0	4.25	AGREE	2
2. I set clear goals for the things that I want to achieve for the day in school	33	53	6	0	0	4.29	AGREE	1
3. I stay up late in the preparation/printing of modules	20	50	19	3	0	3.95	AGREE	3

Table 2.4 showed the perception of the 92 respondents regarding the time management in modular distance learning of the private school teachers. The results revealed that time management is less of a problem for almost all of the teachers. The indicator which states that the teachers have set clear goals for the things that they need to accomplish for the day ranked first with a weighted mean of 4.29.

The data implied that teachers are resilient and flexible beings, even before the pandemic, teachers already know how to manage their time amidst deadlines and many roles and responsibilities that they possessed, aside from that it is stated in the study of Wuest Deborah & Subramaniam Prithwi Raj (2021)¹⁵ that teachers who are resilient can cope better with these difficulties. The ability to adapt, cope, and recover in the face of adversity is referred to as resilience.

Table 2.5
OTHER PERCEPTIONS ABOUT MODULAR DISTANCE LEARNING

INDICATORS	Extent of Agreement					Weighted Mean	Description	Rank
	5	4	3	2	1			
1. It is an efficient way of delivering lessons to students	13	48	26	5	0	3.75	AGREE	4
2. It is a flexible way to gain knowledge and skills that are needed to do work better.	15	49	22	5	1	3.78	AGREE	3
3. There are a lot of opportunities to learn new things in modular distance learning	16	50	23	2	1	3.85	AGREE	2
4. It is less tiring in terms of preparation of instructional materials and lesson plans	13	46	26	5	2	3.68	AGREE	6.5
5. I no longer need to rush going to school every day	16	44	22	7	3	3.68	AGREE	6.5
6. I have more time for relaxing and less stress	10	38	22	15	7	3.32	NEITHER AGREE NOR DISAGREE	10
7. I can take better care of my health now rather than before	13	45	23	7	4	3.61	AGREE	9
8. I can save money and time while on work from home	11	50	21	7	3	3.64	AGREE	8
9. I can have more time with my family	18	43	20	8	3	3.71	AGREE	5
10. I can ensure my safety in this time of the pandemic	25	40	17	9	1	3.86	AGREE	1

Table 2.5 showed that most of the respondents agreed with the indicator which states that through modular distance learning, the teachers can ensure their safety in this time of pandemic as it ranked first with the weighted mean of 3.86. Most of the respondents neither agreed nor disagreed with the indicator which states that modular distance learning gives teachers more time to relax and it caused them less stress.

On private school teachers' general perceptions about modular distance learning the data implies that though modular distance has its difficulties, positive response has been accumulated from the respondents. Furthermore, as perceived in the study of Luczon (2020)¹⁶ it was stated that "both parents and teachers see the challenges under the new normal mode of education, although they remain optimistic that the new experience could lead to insights and better learning opportunities", relating it to the findings of this study. All in all, it ensures everyone safety from the risk of corona virus as well as having more time with their family.

3. SIGNIFICANT DIFFERENCE IN THE PERCEPTIONS OF PRIVATE SCHOOL TEACHERS ON MODULAR DISTANCE LEARNING

Table 3
One-Way Analysis of Variance for the Perceptions of Private School Teachers on Modular Distance Learning

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	Computed F	F Critical (One-Tailed)	Comparison	Decision
Between Groups	1.123759	4	0.28094	8.743	2.796	F Computed > F Critical	Reject the null hypothesis (Ho), Accept the alternative hypothesis (Ha)
Within Groups	0.739102	23	0.032135				

Shown in table 3 is the result of the comparison test conducted on the perceptions of the respondents on Modular Distance Learning using the one-way ANOVA. The computed value of F is 8.743. With degrees of freedom of 4 and 23 and 0.05 level of significance, the one-tailed critical value of F is 2.796. The decision is to reject the null hypothesis since the computed F value is greater than the critical value.

Therefore, there is enough evidence to conclude that there exists a significant difference in the perceptions of the private school teachers on Modular Distance Learning. The result implies that the private school teachers' level of agreement and/or disagreement on the factors that contribute to the difficulties and advantages that they experienced in modular distance learning vary. There are still areas for improvement and gaps in implementing modular distance learning, which present challenges for teachers (Ytem, 2023)¹⁷.

IV. Conclusion

The study highlighted that Despite the challenges brought upon by the Covid-19 Pandemic, the Department of Education ensures that learning will still remain unhampered without jeopardizing the health and safety of the students and school employees through the implementation of Modular Distance Learning in both public and private schools. Teachers are the spearhead of this new learning modality to be a success, with the help of the competencies that are possessed by the teachers, and the necessary preparation to continue providing the best education that children need while staying at home, with the aid and support coming from the parents. According to the statistics, it indicates that the demographic profile of the respondents revealed that majority of them are 30 years old or below, are female, most private school teachers are single, have units in masters' program, high percentage of respondents comes from Osmena Colleges,

have been in the service for 5 years or below, there are more secondary private school teachers than elementary school teachers, and most of the respondents are teaching 2 subjects. On the perceptions on the factors experienced by private school teachers in modular distance learning results shows that majority of the respondents strongly agreed in the five factors indicated such as teachers' readiness for modular distance learning, teachers learning resources, instructional delivery, time management, and on the other perceptions of the teachers about modular distance learning with overall weighted mean 4.29, 4.15, 4.28, 4.29 and 3.86 respectively. Thus, the present study revealed There is enough evidence to conclude that there exists a significant difference in the perceptions of the private school teachers on Modular Distance Learning. Therefore, the null hypothesis is rejected. The result implies that the private school teachers' level of agreement and/or disagreement on the factors that contribute to the difficulties and advantages that they experienced in modular distance learning vary.

As the country gears the Modular Distance Learning to address learning continuity, reconstrucionism provides a backbone to support its implementation. Although there are certain ambiguities caused by the drastic changes in the educational setup, education leaders are necessitated to carry decisions that are coherent, meaningful, and coordinated toward logical and practical educational measures. The transition of learning delivery in the Philippine public basic education system may not be seamless but this is an ambitious move to continually provide the learners under the public education umbrella with uninterrupted learning. (Azalea A.J. et al., 2021)¹⁸

As Dangle and Sumaoang (2020)¹⁹ stated, "As a result of the pandemic, Modular Distance Learning has been implemented as an immediate response to ensure education continuity. The Philippines is currently transitioning to a new normal type of education, and educators' constant innovations and active participation from other stakeholders are the driving forces behind its success." They further emphasized that "professional development for teachers is very important as education is an ever-growing and changing field." Thus, it is essential for teachers to adapt, transform challenges into opportunities, and be willing to innovate within education to ensure the growth and development of both the nation and the global community.

V. Recommendations

Based on the findings and conclusions of the study, several recommendations have been suggested to enhance the effectiveness of modular distance learning. First, it is crucial to provide teachers with the necessary resources to effectively implement modular learning, ensuring they have the tools to succeed. Additionally, supporting teachers' physical and emotional well-being is essential, offering them guidance and resources to manage the challenges they face. Collaboration between parents and teachers is also vital, as they should work together to fulfill their roles in the learning process, regardless of the modality. Parents and teachers must discuss and set expectations, particularly regarding the potential consequences of continued lack of interest in

modular learning, with regular communication through chat or text being highly encouraged. Furthermore, it is important to continuously monitor the needs of teachers, students, and parents and address any challenges that arise. Teachers should adopt effective methods, approaches, and best practices that enhance modular distance learning, while also encouraging students to reach out with concerns and exploring alternative ways to meet their needs, such as home visitations and mobile module distribution. Finally, in times of crisis, such as a pandemic, teachers should be open to learning new skills and exploring innovative experiences to increase their effectiveness and efficiency in supporting their students.

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Dareen P. Vendero is a graduate of Bachelor of Elementary Education at Osmeña Colleges in 2018 and subsequently passed the Licensure Examination for Teachers in 2019. In 2022, she also earned her Master of Arts in Education major in Administration and Supervision from Osmeña Colleges. Currently pursuing a Doctor of Philosophy in Educational Management at Masbate Colleges.

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Jonald Blacer Sia is a distinguished academic leader and educator with expertise in education, leadership, and research. He holds multiple honorary and earned credentials, including the Doctor of Education, Doctor of Humanities, and Fellowship of the Order of Pedagogues. He

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Dr. Sia is a multi-awarded professional, recognized as Asia's Outstanding Dean of the Year and recipient of the Maharaja's Crown Award for International Peace Educator and the Oxford Excellence Award in Education among others. His qualifications span certifications in educational leadership, behavioral science, human resources, paralegal studies, and advanced research. He is also a certified Global Citizenship Education Trainer, Mental Health Trainer, and TESOL/TEFL educator.

He is a valued member of the Commission on Higher Education Regional Office V - Regional Quality Assessment Team (RQAT), contributing to the development and quality assurance of academic programs in the region. As a sought-after resource speaker, Dr. Sia leads professional development sessions for both teaching and non-teaching personnel.

His leadership roles include serving as Graduate School Dean, Associate Vice President for Academic Affairs, and Dean of the College of Teacher Education. Dr. Sia is also an accomplished author of educational references. His influence extends to the media as a former newspaper columnist and radio DJ, engaging diverse audiences and advocating for lifelong learning.