PERCEPTION OF BATARAZA I DISTRICT' TEACHERS ON MODULAR DISTANCE LEARNING (MDL)

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Article history:		Abstract:
		Corona Virus Disease (COVID-19) caused many problems not just in our country but rather the whole world. Every sectors and departments are affected and one of these is the Department of Education (DepEd). With this reason, the traditional face-to-face classes is being prohibited and modular distance learning is been allowed by our president. This study conducted to determine the level of perception of the selected elementary teachers of Bataraza I District on modular distance learning. And determine the identified advantages and disadvantages of modular distance learning in this time of pandemic. The study utilized descriptive design using survey method which was administered through Google forms and sent through the email or messenger of the respondents together with the informed consent. Stratified sampling was utilized to identify the teachers according to their demographic profile. Frequency, percentage and mean was used to analyze and interpret the data obtained from the respondents. Significant findings of the study revealed that the level of perception, confidence, satisfaction, and experiences of selected elementary teachers is said to be on neutral or average with a composite mean of 2.70. Likewise, the study recommends that there should be a little changes in the modules to be more effective to both teachers and pupils.

INTRODUCTION

Corona Virus Disease (COVID-19) caused many problems not just in one sector or department but rather than the whole aspects of every country in the world. Here in Philippines our economy went down as the cases of the aforementioned disease continue to arise. All of the sectors and department are affected and one of these is the Department of Education (DepEd). Unfortunately, the total of COVID-19 cases in our country increases that is why the schedule of opening of the classes was being postponed by our president, Rodrigo Roa Duterte, for the safety of all the teaching and non-teaching personnel and students.

In connection to this, the traditional face-to-face learning is prohibited to ensure the safety of all the learners. As agreed by Llego (2020) school opening will not necessarily mean traditional face-to-face in the classroom. The physical opening will depend on the risk severity grading or classification of a certain community pursuant to guidelines from the Department of Health (DOH), the Inter-Agency Task Force (IATF) for the management of Emerging Infection Disease in the Philippines and the Office of the President (OP).

Despite calls to postpone classes until 2021, the DepEd maintains that education of millions of Filipino students should not wait. To make sure that learning remains unhampered, DepEd will be implementing a distance learning approach (Magsambol, 2020). Llego (2020) defined distance learning as a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction.

Distance learning approach is one of the solutions to ensure that education will move forward despite of COVID-19 pandemic continue to spread out. Surveys are already conducted previously in this difficult situation or new normal education. This approach is comprises of Online Distance Learning (ODL), TV/Radio-Based Instruction, and Modular Distance Learning (MDL).

Of all the alternative learning modalities offered by the DepEd most students prefer to use the "modular" distance learning option (Malipot, 2020). He further added the latest data from DepEd showed that 3, 885, 427 learners

prefer "modular" wherein modules-either printed or digital- will be used as an alternative learning option.

(Manlangit, Paglumotan, & Sapera, 2020) explained that modular learning is a form of distance learning that uses Self-Learning Modules (SLMs) based on the Most Essential Learning Competencies (MELCs) provided by DepEd. 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 learners' progress through home visits (following social distancing protocols) and feedback mechanism and guide those who need special attention.

The study aims to determine the perception of the selected teachers of Bataraza I District in utilizing the modular distance learning during the first quarter of the school year 2020-2021. This study is beneficial for the teachers of Bataraza because it collected and analysed their perspective to be able to come up with appropriate conclusions which are suitable in this time of pandemic.

OBJECTIVES OF THE STUDY

This research study aims to determine the perception of selected Bataraza I District' elementary teachers on utilizing the modular distance learning, who were exposed to some preparation of SLM's, worksheets, instructional/reading materials, and remediation activities. Specifically, it answers the following questions:

1. What are the socio-demographic profile of teachers as to:
1.1 Name of school;
1.2 Sex;
1.3 Position;
1.4 Years in service; and
1.5 Grade level handle?
2. What are the level of perception, confidence, satisfaction, and experiences of teachers on modular distance learning?
3. What are the identified advantages and disadvantages of modular distance learning?

MATERIALS AND METHODS

The study utilized the descriptive design using survey method to determine the teachers' level of perception towards the modular distance learning. Stratified sampling was utilized to identify the teachers' demographic profile. It used questionnaire which modified from Adi Baht of Question. pro and administered through Google forms together with the informed consent. The respondents of the study were 30 selected elementary teachers of Bataraza I District. The results of the study was analysed through descriptive measures such as frequency, mean and percentage to determine the socio-demographic profile of the respondents and the effectiveness of the

modular distance learning. The five-point Likert scaling was used to interpret the level of perception, confidence, satisfaction, and experience of selected elementary teachers of Bataraza I on utilizing the modular distance learning during time of pandemic.

RESULTS AND DISCUSSION

Socio-Demographic Profile of the Respondents.
Table 1 presents demographic profile of the selected elementary teachers of Bataraza I as to the name of school they were currently teaching; 7 (23.33%) from Barangkas Elementary School; 4 (13.33%) from Malihud and Sarong Elementary School; 3 (10%) from Lupak and Rogelio Verano Esteban Elementary School; 2 (6.67%) from Biriran Elementary School; 1 (3.33%) were from Bataraza Central School, Bonobono, Irene E. Sibullas Memorial, Narra-Narra, Pajo, Panas, and Taysay Elementary School. The sex distribution shows that majority (86.67%) were females; while only 4 (13.33%) of them were males.

With regards to the position of the respondents majority (80%) were teacher I; 2 (6.67%) were teacher III; and 4 (13.33%) were substitute teachers. In terms of years in service majority (56.67%) were served 0-3 years; 9 (30%) were 4-6 years; and 4 (13.33%) served 7 years and above.

On grade level handle of the respondents; 7 (23.33%) were handled grade 1; 4 (13.33%) were handled grade 2 and kindergarten; 1 (3.33%) were handled grade 3; 3 (10%) were grade 4 and 5; and 8 (26.67%) were handled grade 6.

Table 1 Demographic Profile of Respondents		
Characteristics	**Frequency**	**Percentage**
Name of School		
Barangkas Elementary School	7	23.33
Bataraza Central School	1	3.33
Biriran Elementary School	2	6.67
Bonobono Elementary School	1	3.33
Irene E. Sibullas Memorial Elementary School	1	3.33
Lupak Elementary School	3	10.00
Malihud Elementary School	4	13.33
Narra-Narra Elementary School	1	3.33
Pajo Elementary School	1	3.33
Panas Elementary School	1	3.33
Rogelio Verano Esteban Elementary School	3	10.00
Sarong Elementary School	4	13.33
Taysay Elementary School	1	3.33

Sex		
Male	4	13.33
Female	26	86.67
Position		
Teacher I	24	80
Teacher III	2	6.67
Substitute Teacher	4	13.33
Years in service		
0-3 years	17	56.67
4-6 years	9	30.00
7 years and above	4	13.33
Grade level handle		
Grade 1	7	23.33
Grade 2	4	13.33
Grade 3	1	3.33
Grade 4	3	10.00
Grade 5	3	10.00
Grade 6	8	26.67
Kindergarten	4	13.33

Level of Perception, Confidence, Satisfaction, and Experience of Teachers. As presented in Table 2 which is the level of perception, confidence, satisfaction, and experience of 30 selected elementary teachers of Bataraza I District on modular distance learning during first quarter of the school year 2020-2021. It was shown that the respondents describe as *Agree* in the statement that they spend an average time each day on modular distance learning with a mean rating of (3.50) and enjoy teaching pupils remotely with a mean rating of (3.47). On level of perception of respondents it was described as *Neutral* in terms of the following statements: Modular distance learning is difficult to use at this time of COVID-19 pandemic with a mean rating of (3.40); Modular distance learning provided sufficient work load to prepare instructional materials, modules, worksheets and remediation activities before the distribution time with a mean rating of (3.30); Modular distance learning is an effective learning modality at this time of COVID-19 pandemic with mean of (2.8); and Modular distance learning is easy to use at this time of COVID-19 pandemic with a mean rating of (2.63).

On the other hand, the level of confidence, satisfaction, and experience of the teachers on utilizing modules described as *Disagree* in the following statement: I am confident that modular distance learning is an effective modality at this new normal education with a mean rating of (2.53); Pupils learn more as they utilizing the modular distance learning with a mean rating of (2.50); I enjoy modular distance learning at this time of pandemic with mean rating of (2.37); Modular distance learning is effective in helping the learners who need the most academic support with mean rating of (2.23); Overall

experience on utilizing modular distance learning as compared to teaching at school with a mean rating of (2.13); and Modular distance learning provides satisfied results of assessments, and Result of modular distance learning is reliable and valid with both obtained a mean rating of 2.10)

In general, the composite mean rating of the level of perception, confidence, satisfaction, and experience of 30 selected elementary teachers of Bataraza I District on modular distance learning during first quarter of the school year 2020-2021 is (2.70) and described as *Neutral* which implies that the level of perception, confidence, satisfaction, and experience of the respondent is on neither agree or disagree.

Table 2 Level of Perception, Confidence, Satisfaction, and Experiences of teachers (n=30)

Statement	Mean	Descriptive Meaning
Pupils learn more as they utilizing the modular distance learning.	2.50	D
I enjoy teaching pupils remotely.	3.47	A
I spend an average time each day on modular distance learning.	3.50	A
Modular distance learning provided sufficient work load to prepare instructional materials, modules, worksheets and remediation activities	3.30	N
I enjoy modular distance learning in this time of pandemic.	2.37	D
Modular distance learning is an effective learning modality in this time of COVID-19 pandemic.	2.8	N
Modular distance learning is effective in helping the learners who need the most academic support.	2.23	D
Modular distance learning is difficult to use in this time of COVID-19 pandemic.	3.40	N
Modular distance learning is easy to use in this time of COVID-19 pandemic.	2.63	N
Modular distance learning provides satisfied results of assessments.	2.10	D

I am confident that modular distance learning is an effective modality in this new normal education.	2.53	D
Result of modular distance learning is reliable and valid.	2.10	D
How is your overall experience on utilizing modular distance learning as compared to teaching at school?	2.13	D
Composite Mean	**2.70**	**N**

LEGEND		
4.21 - 5.00	Strongly Agree	SA
3.41 - 4.20	Agree	A
2.61 - 3.40	Neutral	N
1.81 - 2.60	Disagree	D
1.00 - 1.80	Strongly Disagree	SD

Table 3 Identified Advantages of Modular Distance Learning(n=30)

Statement	Frequency	Percentage	Rank
Can save time	8	26.67	4
Can save money	3	10.00	6
Can pursue any work/job/business along with studies	12	40.00	3
Can learn at own pace	8	26.67	4
Have more time to reflect	8	26.67	4
Can create some innovations for teaching	8	26.67	4
Can study whenever and wherever	15	50.00	2
More time for family bonding	6	20.00	5
Have time for webinars/workshops/online courses	20	66.67	1

Identified Advantages of Modular Distance Learning.
As presented in Table 3, it shown advantages of utilizing a modular distance learning which was identified by the respondents through checklist. The first identified advantage with a percentage of (66.67%) is the statement 'have time for webinars/workshops/online courses'; followed by the statement 'can study whenever and wherever' with 15 (50%); According to (Bijeesh, 2020) you can pretty much study whenever you want to, wherever you choose to. She further added that you need not be stuck in classroom but can study anywhere you want at your most convenient time and comfortable place. and third identified advantage is the statement 'can pursue any work/job/business along with studies' with 12 (40%). (Bijeesh, 2020) stated that distance education comes as a blessing for such students. You can study on the weekends, when you're back from work or even in the middle of the night. You get to learn while you earn. The fourth identified advantages by the respondents with a percentage of (26.67%) are the following statements: can save time; can learn at own pace; have more time to reflect; and can create some innovations for teaching. The fifth identified advantage by the respondents is the statement 'more time for family bonding' with 6 (20%). And 3 (10%) of the respondent can save money while utilizing modular distance learning. It implied that most of the respondents had more time to attend in significant/relevant webinars/workshop/online courses offered or conducted by the Department of Education.

Identified Disadvantages of Modular Distance Learning. Table 4 presented identified disadvantages of modular distance learning by the respondents. It shown that the top 5 advantages of modular approach are as follow: most of the respondents 24 (80%) agreed to the statement that they do not have enough school supplies, and school printing or photocopier facility; 22 (73.33%) of them were said that it is too difficult to print/prepare modules, worksheets and other remediation activities, and too difficult to check and assess all the results of modular approach; 20 (66.67%) of them said that results are not reliable. It is because there is an answer key at the back of each modules; 19 (63.33%) pupils learn to cheat; and 16 (53.33%) too much numbers of modules per pupils.

In addition, the following are the other identified disadvantages of modular distance learning: Too much workloads 15 (50%); Hidden costs 10 (33.33%); don't have enough time for family and others 9 (30%); and 5 (16.67%) too much distraction in study.

Table 4 Identified Disadvantages of Modular Distance Learning (n=30)

Statement	Frequency	Percentage	Rank
Hidden costs	10	33.33	7
Too much distraction in study	5	16.67	9
Too much work loads	15	50.00	6
Don't have enough time for family and others	9	30.00	8
Too difficult to print/prepare modules, worksheets and other remediation activities	22	73.33	2
Not enough school supplies	24	80.00	1
Not enough school printing or photocopier facility	24	80.00	1
Too difficult to check and assess all of the results	22	73.33	2
Results are not reliable	20	66.67	3
Pupils learn to cheat	19	63.33	4
Too much numbers of modules per pupils	16	53.33	5

CONCLUSIONS

Based on the significant findings of the study, the following conclusions were drawn: the level of perception, confidence, satisfaction, and experiences of selected elementary teachers of Bataraza I District is said to be a neutral, neither agree or disagree; the top 3 advantages of modular distance learning according to the respondents: First, have time for webinars/workshops/online courses; Second, can study whenever and wherever; And the third one is, can pursue any work/job/business along with studies. And the top 5 disadvantages of modular distance learning are as follow: not enough school supplies, not enough school printing or photocopier facility, too difficult to print/prepare modules, worksheets and other remediation activities, too difficult to check and assess all the results, and results are not reliable.

RECOMMENDATION

Based on the conclusions of the study, the following recommendations are offered for considerations:

To the Department of Education/Modules' Writers/Education Supervisors:

1. Lessen the numbers of modules per pupils for them to be able to read and answer at the given time.
2. Modules should focus only on the core/major subjects or 3R's (Reading, Writing, and Arithmetic) to avoid being pressured in dealing with too many numbers of modules.
3. Remove the answer key from the SLM's to help pupils focus on the study and prevent learning to cheat.
4. Face-to-Face lecture should be conducted once a week to help the pupils with illiterate parents, understand the content of the SLM's and master its learning competencies while following the health protocols accordingly.
5. Modules or SLM's should be in contextualize not just standardize to be able to cope up those learners from a remote areas.
6. Limit the number of activities/exercises from the modules in each learning areas. Focus only on the most essential one.
7. Provide enough school supplies or printer/photocopier equipment for reproduction of SLM's or may give ready-made and printed modules.

To the Teachers/Advisers:

1. Teachers should know the level or learning background of the pupils before giving too much numbers of SLM's.
2. Teacher should give remediation activities to those who needs support.
3. Teacher should visits the pupils to monitor their progress and give assistance to those parent who are not able to read and write.

To the Parents:

1. Parents should support or assist their children in answering the SLM's properly, and give some advices to help the learners accomplish the SLM's on time.
2. Parent should have a good communication with the teacher/adviser of their children in any means to help them how to explain the contents of SLM's.

To the Pupils:

1. Pupils should accomplish all the needed activities/task/assessment in modules on time.
2. Pupils should develop a good habit of studying their modules regularly to master and cope up with the essential competencies.

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