The Implementation of the Modular Learning Modality Among the Public Secondary Schools in Sto. Domingo, Albay

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ABSTRACT

Modular Learning Modality (MLM) sustained continuity of Philippine education on COVID 19 pandemic that endangered lives; banned travel in January 2020. President Duterte, March 2020, declared Philippines in calamity state; schools' closure; learners' mandatory promotion; vaccines' inventions. DepEd Sulong Edukalidad, re-opened classes in SY 2020-2021; empowered schools of enrollment, learning modalities. SMEA/EMIS reported: PM inhibited teachers assessing students objectively; effected quality instructions' decline; students' academic performance; interventions recommended. This research secured database for analysis throughout 2 SYs MDL implementation. Mix-method treated 645 respondents; used stratified, actual enumeration, purposive sampling; with fittest model: exploratory sequential - convergent parallel designs; thru questionnaire-assessment survey instruments; interview; focus group discussions in gathering data. Aimed to assess its operation level among schools' understudy; analyze such variables and prepare intervention measures; grounded theory generated new concepts; recommended valuable interferences. Findings confirmed principals, teachers and parents' assessment level is 3- Satisfactory, while students are 4-Very Satisfactory. Grounded Theory Data revealed modular learning modality has both its worth and feebleness. Researcher laid valuable intervention measures out of interviews and RRL to avoid rebuffs on unexpected lockdown ahead. DepEd has the power to persuade its development intrusions for the beneficiaries favorably.

Keywords: Issues, Implementation, Modular Learning Modality, Public Secondary Schools, Corona Virus

INTRODUCTION

Modular instruction was introduced by American educator. John L. Hughes first described it an individualized instruction that provides bases for close interaction between the learners and the subject matter. Fernandez, R. (2021) documented in his study that Hughes asserted that the learners are bound to frequently interact with the modules instructional program at their learning rate.

Balderas, D. (2022) attributed its individual modification in which learners proceed with the instruction at their own pace, to Carter V. Good. Balderas also credited Sam Duker who emphasized that modules are catered to address the individual learning differences. It prompted learners to actively participate in determining what they need to learn. Their incomparable learning paces must match with their ability, motivation and interest. Maurice Gibbons was also investigated, who considered individualized instruction as multi-media approach providing the development of coherent instructional programs that

prepare learners for complete control of their education. He further cited the recent innovator, Juan Morallo III, who regarded module as independent instructions with precise objectives.

Modules original determinations therefore: for Hughes, as individualized instruction; Good, as self-learning pace instruction; Duker, to cater individual learning differences; Gibbons, for complete control of learners' education, and Morallo, for independent instruction with specific aims. They commonly focus on individual learner.

The possibility of another lockdown ahead is projected due to Cholera outbreak that started from Yemen as aftermath of war, by Hamas' Gaza bombing in October 2023. More than 667,000 thousand cases, more than 4,000 mortality since December 2023, with 30 countries reported in January 2024 with 50,440 new cases and 483 additional deaths (WHO 2024).

Over three years when the Modular Learning Modality and the Pandemic Corona Virus (PCV) grounded people where they were situated in 2019, due to banned transport. Its two approaches urgently solved the continuity of education at home base: 1. printed module, adopted by the remotest schools; 2. digital module, adapted usually in city schools and those with computer and other mobile gadgets with downloaded modules. World education understand, experience, accept the great and rapid changes (Hung Chou, et al, 2010) in adopting the concepts of emergency remote education (Bozkurt & Sharma, 2020).

Khan and Islam (2021) investigation on the scenarios of Bangladesh education on COVID-19, revealed too chaotic and uncoordinated. Results pointed speedy solutions on such disorder. As data nailed down the usual normal schooling, Bangladesh accelerated distance learning in the land at the time of writing.

Africa's Mbeya (2020) study on Kenya's Primary and Secondary School Parent-Respondents Experiences on the Distance Learning During COVID-19 disclosed that their learners less benefitted online classes due to network, related challenges and inequity. Educate parents, teachers and learners on the modalities of distance and remote learning program properly was Mabeya's recommendation for the government.

Great Britain-Hongkong war started President Duterte's history in Philippine Education. Rappler.com/nation/hong-kong-filipino-domestic-workers reported on March 3, 2020: 35 Filipino domestic workers refrained from their jobs; 2 acquired the novelty virus; pressing them exhaust reserve resources for war and pandemic survival; as first carriers of the corona virus footed the country; he urgently suspended air transport, temporarily close all schools and some offices. Secretary Briones was hesitant to such deferment. On a meeting with the IATF- EID, March 16, 2020, he signed Executive Order Proclamation: The Philippine Government Under State of Calamity Due to COVID-19.

Bruce, et.al. (2020) claimed the serious impact of COVID 19 to many aspects in the educational organization's daily lives worldwide. Priority budget allocation went to inoculations. On the height of vaccinations, Educators and the DepEd, called for global continuity of educating their people amidst pandemic. It emphasized the creations of platforms at their own pace and offered alternative learning delivery podia in lieu of class suspension.

Philippine DepEd Secretary Briones' Sulong Edukalidad Program, enjoined learning centers streamlined toughly with IATF-EID operation's innovative modalities of education delivery continuity. Thus, Modular Learning Modality or Modular Distance Learning (MDL) was born, one of the podia.

On daily face to face education, students benefited the teachers' daily lessons plans; with home works reinforcing their learning that parents monitor. Teachers routinely checked their daily preparations to instill good study habits.

COVID-19 housed chairs and papers in classrooms; cleared streets of crowds and traffics. New normal views depicted people in facemasks, physical distances; children in close contact with their parents. Work

from home scheme grounded parents and children at home, increased family time bonding.

Philippine Dep-Ed survey prior re-opening of classes in SY 2020-2021 showed 8.8 M parents preferred modular, 3.9 blended, 3.8 online, 1.4 Educational TV, 900K Radio based instruction and half million preferred other modalities. DepEd Order No. 12, s. 2020 instituted continuity of education and set new learning modalities embodied in the LCP in SY 2020-2021. The country adopted parents' top choice modality. Dangle and Somaoang (2020) ascribed it, a DL approach between a teacher and students who are distantly separated at the time of teaching.

DepEd Sulong Edukalidad inspired the researcher fixated on the implementation of the modular learning modality among the public secondary schools in Sto. Domingo, Albay, on the onset of COVID-19, SY 2020-2021. Research started in summer 2021 to date, both as compliance to Continuing Professional Development-Professional Regulation Commission (CPD-PRC) and post graduate study completion. This modality with a positive distinctive impact on student performance as researcher's perception, was reverse, to wit:

Naga National High School, Naga, Tiwi, Albay disclosed inconsistencies on student academic grades on modules and face to face actual performance. Teachers were inhibited to assess students objectively. Its principal appealed for intervention measures. Dr. Efren D. Bejerano, of Sto. Domingo National High School (SDNHS), SY 2020-2021, has similar clamor. He attested on the decline in the quality of instruction and students' performance.

Coherent to President Duterte's gaining public trust mandate thru quality service, EO No. 605 s. 2007 reinforced by DepEd Order No. 009, s. 2021, this study situated uncompromised quality learning despite pandemic. Thus, assessment on such implementation and further investigation in the schools' understudy was needed.

Objectives of the Study

This study evaluated the implementation of the modular learning modality among public secondary schools in Sto. Domingo, Albay. Specifically, it:

1. Assess its implementation along production and preparation, distribution, actual use, monitoring of actual performance, retrieval, checking, evaluation and grading, students' perception of the modules.
2. Analyze the above-mentioned variables.
3. Prepare an intervention measure to enhance its implementation.

Assumptions:

These assumptions were formulated from the study's specific objectives:

1. It's implementation among public secondary schools in Sto. Domingo, Albay along production and preparation, distribution, actual use, monitoring of actual performance, retrieval, checking, evaluation and grading, students' perception of the modules was assessed.
2. The above-mentioned variables were analyzed.
3. An intervention measure to enhance the implementation of modular learning modality was prepared.

Literature Review

Since Good introduced modular learning, followed by its innovators, it has been gaining support and commendations for use globally.

Russia's educational development system was considered important goal of the society. Professionalization of English Language Teaching at the universities is a global trend. English for Specific Purposes (ESP) has become a necessity as increase in vocational training and learning flooded worldwide. **Kelogeva, I.A. & Levina, I.A. (2022)** studied the satisfaction level of students with the quality of education and analyzed the implementation process of the modular learning in one of Russia's South Ural State University. The research disclosed that such implementation had a positive impact on students' outcomes and the level of their satisfaction increased along quality educational process.

Google survey-questionnaire form was used to 92 student-respondents of Electronic Engineering and Computer Science from South Ural State University; empirical (questionnaire, mathematical processing of the obtained data) methods and theoretical analysis of modern scientific and methodological literature were applied in the study. Summary finding exposed 82 of 92 student-respondents or 87% believed that their level of foreign language proficiency has improved; 11 students or 12% perception – it has not changed and 1% claimed it decreased. Researchers concluded that it was necessary to learn English; it provided learners contextual base of the language. They ascertained further, that ESP is a powerful vital tool for such opportunities because students acquire the foreign language as they worked with professional sources. They asserted further that modular approach as alternative to traditional teaching would strengthen students' motivation, and involvement considering their participation and better learning.

Though focusing only in English medium, this study is similar to the present learning in independent variable - the module; different in dependent variable scope. Methods of research were dissimilar. The instruments in gathering data were unlike in forms. Kenova & Levina adopted google survey-questionnaire form; while the present research provided self-made survey-questionnaires to gather data. Focus findings were similar in meaning: challenges on the use of modules effecting student learning performance regardless of site and sample profile.

In United States (U.S.), Garcia, M. and Weiss, E. (2020) brief review on COVID-19, Student Performance, Equity, and U.S. Education Policy uncovered research findings :1. Online teaching-learning shows efficiency during consistent internet computers accessibility, and if teachers benefited from the targeted training and support for online instruction. 2. Home schooling are effective to those equipped with needed personalized resources. 3. Learning time has likely hindered student learning, affecting child 's holistic progress. 4. Summer class directs to the need of personalized instruction 5. Lack of contingency planning worsens the negative effects of learning during unexpected emergencies, disasters like pandemics.

Relevant literatures were studied covering three (3) Rs stages for funding to:1) lay solid footing for remote instruction (relief); 2) compensate for lost time during quarantine period (recovery); and 3) shifting an education system that understands its complexity working equally for all students (rebuilding); require finances and teamwork.

Concurrent researcher's purpose of studying this related literature is to systematically present the research findings and their programs for policy actions and collaboration which this present study wished to elicit. In United Arab Emirates (UAE), Iran, Islamabad, a scientific inquiry conducted by Sadiq, S. & Zamir S., (Dec. 20, 2019 Upload) published indorsement in the use of modular teaching approach. The key target of their research was to find out its effectiveness in order to assess the student learning, performance and achievement; and to determine whether the modular teaching is more effective than the traditional methods. This applied experimental type of research with equivalent group study design; that consisted 30 students. Data from both the 2 groups (controlled and experimental) were collected. Data of the sample size was interpreted by computing mean, standard deviation and t-test through the use of statistical

package SPSS. Results revealed favorably to module use. Hence, the authors recommended the widely use of modular approach in various levels of education.

This study linked to the present study focus: determining the issues of module learning delivery adopted; in addition, probing the efficiency of printed module to generate insights and recommendation. However, they differ in many parameters: subject focus, sample size of respondents, methods of research and making and conduct of test, and the time element of paper publication. Despite many differences, the present researcher chose Sadiq and Zamir study as part in this literature review to help teachers gain insights in probing the worth of developing and using modules may it be printed or digital.

The Philippine Department of Education (DepEd) Planning Service, Educational Management Information System (EMIS, 2021), communicated the adoption of learning delivery modalities in SY 2021-2022 as part of the Basic Learning Continuity Plan since SY 2020-2021.They are the top three (3) modalities preferred by parents and learners: 1. Distance Learning with three (3) types: 1.1 MDL 1.2 ODL) and 1.3 TVRBI. 2. Blended: Combination of Face-to-face and type of ODL.

Philippine DepEd report showed 82.8% (12.11 M), Elementary School (ES), 72.5% (6.35 M) Junior High School (JS), 58.8% (2.24 M) Senior High School (SHS) have adopted MDL Print. While 5.1% ES, 8.75% JHS, 15.1% (578K) SHS have implemented ODL, and 12.4% (1.85 M) ES, 15.6% (1.37 M) JHS, 20.1% (767K) SHS used Blended Learning Modality. All regions in public sector has chosen MDL (Print) except NCR that opted for Blended Learning.

Based from the Learner Information System (LIS), out of the 27,560,661 K- to 12 BEC learners in all levels, SY 2021-2022 enrollment in all sectors (Public, Private, State Universities and Colleges/Local Universities and Colleges [SUCs/LUCs], and Philippine Schools Overseas [PSOs]), 14,977,991 are from the public sector; 8,757,957 from the private sector; 3,828,713 from SUCs/LUCs and 17,912 from PSOs. DepEd started implementing the DL set-up in SY 2020-2021, with a total number 26,227,022 learners.

Report stated that the following are the steps taken for the improvement of learning continuity modalities: provide e-gadgets and other learning tools to learners, DL aids to school personnel, Philippine distant areas better connectivity nationwide Legend: ACTION STEPS. The most resent Digital Rise Program is an education framework of the department that anchors to the infrastructure, software and capacity building of learners and teachers in technology. It aims to address their challenges in digital learning and technology education.

The Philippine DepEd is very comprehensive in addressing the challenges of COVID 19 Pandemic Lockdown and responding to the Sulong Edukalidad or continuity Learning Program, bringing the learners back to education, reached by the top 3 modalities herein discussed. The top list modality (MDL print) saturated the remotest learners, fulfilled no one left behind. The researcher comprehensively presented this literature review to systematically compare and differentiate other countries measures adopted during the COVID 19 Pandemic causing worldwide temporary closures of schools in safeguarding peoples' lives.

Production of the Modules

Research on the effect of COVID-19 suspension of classes by Dangle and Sumaoang (2021) examined problems in MDL. Mix method treated 37 participants. Data gathered from surveys were interpreted using deductive thematic analysis. Challenges that emerged as findings were: lack of funds (75% teachers' provision of modules; and 95 % claimed erroneous modules; and were permitted to revise them); students' difficulty understanding the modules alone (70% hardly understand the modules with too heavy activities); and parents' knowledge deficit to act as para teachers. Researchers successfully conducted this pandemic,

COVID-19 outbreak study and determined the challenges of the participants. Result of this study as the researchers stated, may serve as avenue for the future improvement of MDL modality of the school. Dangle and Sumaoang (2021) reviewed research is similar to the present study because it also aimed to extract the issues: may it be difficulties or advantages of the respondents in the production, delivery, actual use, checking and retrieving of the printed module on the same school year. The present study also used mix qualitative and quantitative like of Dangle and Sumaoang (2021) and ended up in Mix Method of Research (MMR). The scope and respondents of this present study is bigger than theirs.

Distribution of Modules

Galano, R. (2021) in her study, assessed the level of MDL preparations in Mathematics of JHS Math teachers. Findings revealed: Very Satisfactory though they claimed preparations was not easy during pandemic. This systematic review of the study of Galano is limited only to 15 junior high school teachers in Mathematics and the main purpose was to assess the level of their preparations of the MDL in Mathematics. The concurrent study is far beyond Galano's research because the assessment in the present study is on the implementation of Modular Learning Modality in totality along eight (8) stages. Another notable difference is the 4 groups of respondents in the present study while in Galano, teachers are just one among the four of 645, who at first were assessed by the degree of intensity of their experiences of the issues they validated.

The researcher however of the present study got interested in adapting this Galano's study for review; not for the methods of research employed in comparing the mix method of the present research; but because it gave a visualization of how they solved the first SY pandemic lockdown difficulties in the sudden shift to MDL. Since the independent variable of the two studies are the same, the printed module learning modality, the researcher was inspired by how the respondents of Galano's study turned the Modular Learning Modality (MLM) provision, a well-managed preparation despite risky unhealthy world scenario. Galano's study showed how committed and bravely patriot the teachers-respondents were and the group they represented.

Guiamalon, T. et al. (2021) study determined Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) teachers issues on the use of MDL. Investigation found out that they were performing well. Elementary schools were given enough funds and it was utilized. It also revealed that teachers had enough trainings and were well-oriented of the modality. However, an issue of parents' knowledge deficit as para teachers was their main challenge.

The researcher has taken only kernel findings of the study to reflect on the insights that no matter remote the schools are, if commitment is real and corruption is not interfering in the factual role of education, learning delivery and program implementation was easy and results are gratifying.

Actual Use of the Modules

Buendico, B. (2023) of DepEd, Victoria, Laguna, Philippines, in SY 2021-2022, revised in 2023's investigation probed the difficulties of Grade 11 students at Manapong Integrated National High School. He treated his thirty-nine (39) samples with qualitative study design. He used school documents, interviews and focus group discussions as research tools. He searched six (6) major themes to explain learners' challenges that incapacitated them for required compliance on MDL: 1. financial difficulties 2. personal concerns. 3. technological apprehensions 4. peer pressures 5. health problems and 6. legal issues.

He recommended to school administrators to establish support system for students to fix their problems at home-school through school policies, programs, and projects related to MDL. He further developed a STAR approach work plan to address the issues on MDL. S: secure health and wellness; T: teach proper use of technology; A: address personal and parental concerns and R: reinforce livelihood and financial literacy. This is coupled with intensifying drop-out reduction program. Buendico specify his STAR approach in an action plan in his Table 1 of this research.

Like the present researcher, Buendico touched on the issues that incapacitated the learners' compliance of MLM and offered solutions to address these challenges. However, the concurrent research differed in the scope and limitation, its samples, method of research applied from Buendico's study. The present investigation is bigger in scope where data were drawn from the District's Junior High School of 645 respondents, categorically grouped into students (437) and non-students (208).

Tugano, M. et al. (2022) determined the students' level of Catanduanes State University (CatSU) with MDL. Quantitative descriptive research using Likert scale survey questionnaire treated 3,332 students of different levels. Findings showed varying assessment from very satisfied to satisfied along different indicators enclosed in the study. Tugano has a lot of differences from that of the concurrent research. But there is one common area that they shared to the readers: the use of Likert Scale in the assessment level of the present study and the satisfaction level of modular learning modality of this reviewed research.

A phenomenological study of Bedolido, M. et al. (2022) on parents' lived experiences and their perspectives surmounting the brim of modular learning modality, examined its outcomes, and investigated how parents dealt with the issue. A qualitative phenomenological approach, using in-depth interviews applied to 14 students/children's parents in Camanlangan Elementary School, Camanlangan, New Bataan, Davao de Oro. Findings revealed that parents had hard time in MDL. Their challenges faced have two main themes that emerged from the data collected: 1.) Difficulty in Teaching; and 2.) Short Attention Span of Learners. To cope with challenges experienced, four themes emerged out of the analysis of data of research question number two. The coping mechanisms mentioned by the participants are the following: 1.) Allocate Time; 2.) Motivate and Encourage Learners; 3.) Relying to Answer Key; and 4.) Research. The researcher recommend for parents' lived experiences in modular learning modality should be considered and understood for them to look for an outlet to express and hear their voice on facing this new learning as they work and teach children at the same time.

The reviewed study is an important database for the concurrent research to find out consistency of the data collected on the issue of the parents' role in the actual use of the modules of their children during home schooling. The worth of the findings is good enough to conclude that both studies have the same results. The present study however went to the inquiry of the parents' live experiences during the distribution of modules not only on its actual use with their children at home where they acted Para teachers while in two pandemic lockdown homebased schooling.

Agaton, C. and Cueto, L. (2021) research surveyed live experiences of 30 learners' parents in September 2020, online from the Philippines, through a questionnaire. Inductive Content Analysis to the collected data was applied. Data exposed favorable to MDL. The parents as their respondents are likewise concerns of the concurrent research. Their live experiences were embodied in the issues on the implementation of MLM in different stages where their lawful obligatory function was mandated within COVID 19 homeschooling. Although the instruments and the data collection process were opposite, they both focused on the data of the parents' live experiences in the use of MLM during pandemic homeschooling However, the present researcher made an assessment on the implementation of the MLM in Likert Scale 5-1,

Excellent down to Very Poor, and their experiences are weighed according to the degree of intensity of the problems felt using the scale of 1-5, from Least Felt to Very Much Felt. By specifying the degree of intensity of the issues they actually experienced, interventions were easily planned out favorably for Modular Learning Modality innovations to address the live unpleasant experiences of its users.

Miguel, F., et. Al. (2021) assessed the challenges of 10 parents and five (5) teachers' involvement and practices, as perceived by students of Grade 8 Junior High School. Google meet and interview questionnaires revealed that parents support was the primary parental involvement at homeschooling. They value education continuity and embracing new normal schooling; perceived communication with teachers, the most important factor to execute their roles. They further recognize teachers' pedagogic capabilities in utilization of varied learning materials and assessment in different modalities as mechanism strengthening science concept; appreciate both their actions beneficial. Researchers concluded that internet connectivity, technology know-how, and digital literacy capability are factors that limit distance learning of the respondents.

Despite very limited samples and objective focus, this literature systematically reviewed to help the parents and teachers, most specially how communication, resourcefulness and proper support should be executed coordinated for learners' benefits; to instill literacy in science concepts in varied modalities. Both used thematic analysis for categorizing data but of different methods of research and tools used in data gathering.

Abbas, K. (2021) research sought the perception of the Mindanao State University – Sulu Senior High School students in understanding reading comprehension; determined factors contributory to students reading comprehension difficulties, and assessed its level of difficulty on the utilization of MDL when grouped by strand. Findings exposed students' difficulty in reading comprehension. He endorsed seminar-workshop for teachers relative to this problem; supervision of school administrators to teachers using appropriate strategies and applicable learning style application. In addition, he suggested for teachers to contextualize learning styles, resources, and advised parents monitor their children's home schooling.

This study review was primarily given time to be synthesized in favor of the present research not to overemphasized their differences but to point out that the topmost problem in the use of printed module learning modality in the present research and of Abbas were similar: Reading Comprehension Difficulty which was treated with the same mix-method of research design; that sourced out conclusions and recommendations. These outran their differences in student-respondents level, their figures, local, content objectives, and others.

Aksan, J. inquiry on MDL yielded a positive issue and favorable results. His study, Modular Learning Approach (MDLA) helped improve students' performance in Mathematics. Findings revealed that students settled on using MDLA which means favorable view in MDLA with little challenges experienced. It exposed further the quality performance in Mathematics with the descriptive rating of Very Satisfactory. They showed same insights even when grouped by gender and age. Gaining favorably on the use of MDLA, Aksan recommended the continuity in the use of MDLA during face-to-face instruction for students' easy understanding and for family to guide and serve as para-teachers at home-based learning.

The similarity of this study and the present research are: both focused on students' issue on performance in the use of MLDA; both aimed to determine the significant difference reflected in their academic performance. The differences are: the number and levels of student-respondents; inclusion of the non-student respondents in the present study; subject focus of the study: Aksan concentrated in Math while the present study centered on the students' GWA. Both focus on the analysis and interpretation of causal

relationship of the variables; Aksan employed qualitative-descriptive while the present study applied mix-method of research.

Ambayon, C. (2020) evaluated a mythology and folklore module and the efficiency in mentoring which he authored and developed. His module was assessed and validated in terms of reliability, efficiency, usability and acceptability. His coming up of the module in the subject is to address the inadequacy of effective instructional materials. Respondents were divided equally into experimental (used modules), and controlled (no modules) groups. Test exercises were given every after the topic; with a time, limit of 1 hour. Results shown that the performance of the understudy had improved to excellent achievement, comparable to the controlled group with fair rating. In solving his problem on insufficient instructional materials; Ambayon did the right resourcefulness action, conclusion and recommendation.

Determined assessment level, problems and analysis on the use of MLM provided to students were the similarities. The present study however, specifies further that skills, knowledge and attitudes are very important data findings to collect amid pandemic era; while previous study conducted in SY2016-2017 in a normal traditional setting with insufficiency of learning materials. Methods are not the same. Although the population participants were of different levels, this reviewed research was used as insight study for English teachers with the same problem addressed in this study of Ambayon.

Barcenas, J. and Bibon M. (2021) identified the students' means of coping from the problems experienced in MDLA. Qualitative data exposed: students gained knowledge from others; cheated; carefully answered and submitted outputs promptly.

The researcher reviewed this study of Barcenas and Bibon (2021) for a more comprehensive output of the concurrent study. Their respondents were only 260 students whom they elicited their responses as to how their students were able to survive the challenges and compliance of modular learning modality while the present research has 437 students comprising within a district and 208 non-students who were directly involved in the delivery of said modality during remote home schooling. Their study ended with their conclusion after validation of their investigation while the present study closed with recommendations for intervention measures. Both used mixed method of research and thematic analysis but the recent research underwent exploratory convergent parallel design to saturate data of the initial informal interview; findings gathered from school official reports; before final thematic analysis was done for grounded theory output. While they made use of an interview or oral responses as tool in gathering data, the present research used variations of self-made validated formal questionnaire where respondents answered in classrooms, formal interviews in school, and focused group discussions done in purposive sampling to those respondents specially in the far-flung barangays of the district understudy.

Buendico, B. (2023) probed the difficulties of Grade 11 students at Manapong Integrated National High School, Laguna, Philippines, in SY 2021-2022. He treated his thirty-nine (39) samples with qualitative study design. He used school documents, interviews and focus group discussions as research tools. Buendico searched six (6) major themes to explain learners' challenges that incapacitated them for required compliance on MDL: 1. financial difficulties 2. personal concerns. 3. technological apprehensions 4. peer pressures 5. health problems and 6. legal issues. He recommended to school administrators to establish support system for students to fix their problems at home-school through school policies, programs, and projects related to MDL. Further, Buendico developed a STAR approach work plan to address the issues on MDL. S: secure and health and wellness; T: teach proper use of technology; A: address personal and parental concerns and R: reinforce livelihood and financial literacy. This is

coupled with intensifying drop-out reduction program. Buendico specify his STAR approach in an action plan in his Table 1 of this research.

Like the present researcher, Buendico touched on the difficulties that incapacitated the learners' compliance of MLM and offered solutions to address these challenges. However, the concurrent research differed in the scope and limitation, its samples, method of research applied from Buendico study. The present investigation was bigger in scope where data drawn from the District's Junior High School of 645 respondents categorically grouped into students (437) and non-students (208).

Monitoring of the Students' Actual Performance

Ambayon, C. (2020), evaluated a modular-based approach he has authored and developed for his literature class achievement; which was assessed and validated in terms of reliability, efficiency, usability and acceptability. His coming up of the module in mythology is due to inadequacy of effective learning resources in teaching literature. He used the same methodology in his study discussed on page 21 of this book to 20 3rd year college students in SY 2015-2016. Results are likely the same from his study previously mentioned.

There was a common similarity of this study to the present research; which was to determine the assessment of its implementation and the effectivity of the modules provided to students as learning modality. The present study specified further that skills, knowledge and attitude are very important data findings to collect amid pandemic era; while previous study conducted in SY2016-2017, 2015-2016 in a normal traditional setting with insufficiency of learning materials. Methods were different. Although the population participants were unlike levels, this reviewed research was used as insight study for English teachers to emulate what Ambayon did.

Retrieval of the Modules

Alvarez, M. identified the following teachers' problems in MDL utilization: miscommunication - such as unguided/unexplained modules instructions, misbehavior of students; and failure to pass worksheets on time due to difficulty in understanding the modules. Additional teachers' concerns gathered were: hidden expenses on modules, lack of media literacy, poor internet connections which intercept connections between the teachers and students; teachers' time constraints due to overload paper works and other related causes.

A Descriptive survey research method was used to 40 teachers taken from different colleges/departments thru convenient sampling. They comprised the 30 percent from the total faculty of MSU-Sulu who answered the questionnaires as research instruments. One of the objectives of this study that was similar to the present research was to investigate and identify the problems encountered by the respondents in the use of Modular Learning Modality.

The author derived the following recommendations out of the gathered issues: teachers flexibility; establishing proper communications among students and teachers; learning economy; contextualize modules; teachers' media literacy development; and availability of teachers to students on their queries patiently.

The present researcher perceived the recommendations worthwhile for the teachers; but they themselves alone at their own expense and motivation cannot comply with these endorsements all. It needs all agencies, from the smallest unit of society to the global arena. Building and honing a child is not only the concern of the teachers, it's the concern of all. The present researcher believed that there was a need to

adopt collaboration theory for issues regarding teachers as addressing problems of students, parents and principals.

Checking of the Modules

In Tacloban City, Castroverde, F. & Alkala, M. (2021) investigated and identified the challenges of teachers in MDL and how they coped with these problems. Using qualitative research method, employing phenomenological research design; in a convenience sampling; with semi-structured questionnaire that contained open-ended question, they probed the teacher-respondents experienced identified challenges in planning, preparation and distribution, monitoring students' learning, checking, evaluation of outputs, and prompt feedbacking on students' performance. Moreover, they adopted the following learning survival patterns: time management, innovating teaching strategies, adaptability to changes, flexibility, alternative planning, patient optimism, and teachers' competency standard in the new normal education. For the stakeholders, the researchers recommended the need to plan and work for alternatives to address issues arising in the actual teaching -learning process on this critical time due to pandemic.

Castroverde and Alkala gave the present researcher a preview of the teachers' problems in the use of printed module in time of pandemic. The present study has also one objective that sought gathering the same data. The coping mechanisms revealed were very substantial and imperative. The focus of the reviewed was only limited to one literal (what) question and followed up by how to cope with the problems encountered by the teachers using MDLA. The method of collecting data was simple and the respondents' size was small. Unlike the present study with 437 students, 208 non-student-respondents; 4 objectives, with mix-method of research was applied. The teachers' feedback in the difficulty along the use of printed module was only a small portion of the set two (2) respondents of this present study.

Evaluation and Grading of Modules' Performance

Jou YT, M., KA Saflor, CS. (2022) evaluated and identified the factors effecting learners' success and fulfillment in MDL adaptation on pandemic. Survey questionnaire online gathered responses of 252 K-12 students of Occidental Mindoro. Structural Equation Modeling (SEM) was used in data analysis on the parameters included. While students' performance, understanding, and perceived effectiveness affected their academic achievements.TDT and BTT guided the researcher tabulated the findings and hypotheses that scientifically probed conclusions and recommendations.

This review of related study gives light to the concurrent research, guides learning institutions, the teachers specially with the same purpose and objectives of the study. While the concurrent research extracted validation of the issues of the students along the use of MLM, its degree of intensity of experience and MLM level of assessment of its worth, the reviewed study showed how assessment of cognitive factors of MDL towards the academic achievement and satisfaction during Pandemic lockdown when the students used this modality were executed.

Madrigal and Talimodao (2021) assessment of PMDL implementation in public elementary schools concluded that the quality of PMDL operation was excellent. The teachers confirmed that the department successfully standardized the quality implementation of PMDL, lower quality among small and medium schools. Teachers met challenges on assessments, activities, outputs, parents' incapacity, inconsistent participation, and instructional supervision.

They concluded that PMDL provides fare access to quality education on on COVID-19 pandemic, with inferior quality in small and medium schools; which signifies a need for instructional supervision.

Researchers concluded that instructional supervision would best address the challenges stated. They recommended PMDL continuity in the succeeding school years as MDL.

This review was a great help to this present study because the conclusion and recommendations were very important database for likely derivation of the same parts of the concurrent research regardless of the differences in other components of this reviewed and concurrent studies.

An investigation of Dargo, J. & Dimas M. (2021) on the effects of MDL to learners' academic performance, prior and after its implementation; gaining 2.25% increase in the GWA of learners' post implementation denoted a significant difference in their academic performance. Quality data include family bonding, learning autonomy, and economical as MDL benefits; while, parents' additional burden; teacher-learner restricted interaction; socialization deficit; isolation to school activities, distractions at home effecting learning were the disadvantages.

This MDL modality that was investigated in this study was used to ensure continuity of education during active lockdowns, Corona virus outbreak, in areas of Benguet, Cordillera Region of the Philippines at Bokod Central School, Benguet. 15 parents, 10 students and 7 teachers were the respondents. Mix-method of research was adopted in this study. Process involved parent - teachers' interviews and narratives. The quantitative relied on the data results of t-test compared to learners' GWA. They suggested to simplify modules. Authors appealed to future researchers' citation of their study findings.

This study was closely related by research focus findings that the present study has undergone and the methodology applied. They differ in the scope and limitations. Their site and population were confined in elementary pupils at Bokod Central School, while this present study centered in one district within four (4) public secondary schools in Sto. Domingo, Albay District; with high school students as learner-respondents. Dargo and Dimas focused on the Modular Distance Learning (MDL): both printed and digital; while this present study concentrated on the printed module only as the independent variable. Digital modules were auxiliary modality resources to help the students and the parents during homeschooling.

Students' Perception in the Use of Modular Learning Modality

Hoss T., et. al. (2021) investigated to 584 students, the negative and positive effects of the sudden switch to online university courses and their relevance. A total of 3,839 respondents' statements were examined by means of qualitative content analysis. Results showed, 57.7% of the statements are negative effects while 42.3% are positive ones. *Decrease in social interaction* is the topmost negative effect while *time saving* heads the positive ones.

Despite many differences (except mixed method research) of this reviewed investigation to the concurrent study, the researcher synthesized the findings of Hoss, T., et.al and took this as part of the systematic review of this present study to bring to the list these negative and positive effects of remote or distance learning for comparison of the challenges of the MLM of the present study, and analyze the data findings of their commonalities.

An investigation of Capinding, A. centered on the MDL assessment and issues on AY 2021-2022. Strata of 207 secondary students were treated with descriptive-comparative with correlational research design. Findings reported Very Satisfactory assessment of students. Anxiety happens when students are grouped based on sex, their Mathematics interest and anxiety differ significantly as they grouped by sex. Their Mathematics motivation, interest/attitude, anxiety, and achievement differ significantly when classified into age.

Capinding concluded that their motivation, anxiety, and achievement vary significantly by year level and when clustered into sex.

Capinding recommended redesign motivating modules; encourage action research on it; focus on students' academic performance and their disposition toward learning Mathematics; debriefing for professors and students; interferences to lessen students' apprehensions; continues support of parents, teachers and stakeholders; conduct future research for this study development.

Capinding study is similar to the present paper in independent variable- printed module; they differ in the scope of the dependent variable: Capinding focused on Mathematics while the present study centered on the GWA of students comprising all subjects deriving impact and the assessment of the implementation and the issues they encountered. In methodology Capinding applied descriptive comparative and correlational design while in the present study employed mix method of research. His respondents were students only while the present study added the parents, teachers, and the principals of the schools' understudy. Both adopted stratified sampling; an option of convenience and purposive sampling was the last alternative of the researcher of the present study in time the first sampling technique failed. To reinforce Capinding's recommendation the present researcher endorses ECG approach: Evaluate to diagnose; Contextualize every learners curriculum instruction; Group learners by sex and year level and record differences and development for repetition of ECG process, followed by PWS: Practicum - providing learners real experience; Write up; Solve real life situation by Mathematical problems.

Trovela, E. (2021) of Sta. Catalina Integrated National High School study sought the parents and learners' discernment on MDL experienced during pandemic; which was conducted at Maja Jay District of Laguna, Philippines, SY 2020-2021. The purpose was to understand the respondents' perception on MDL modality and how they coped with the challenges. Using qualitative-descriptive methods of research to 5 senior high school students and 5 parents/guardians of the same year level had each an in-depth interview and storytelling was used to record narratives of the participants.

Results of the analysis revealed that present-day learning strategy transfer was effective despite challenges/disadvantages of learning instruction in the new normal. He indorsed the inclusion of the parents/guardians in conducting School Learning Cell to guide better their children at homebased schooling amid pandemic.

Trovela used module as the independent variable as in the present study but they differ in dependent variables: Trovela used perceptions of parents and learner; present research utilized students' issues on actual performance using MLM. Her dependent variable was also one of the investigations of this study. Her method of research was embodied in the mix method used in the present study. The topic itself explained the difference of this study to the concurrent investigation, and was included as related literature of the present inquiry to visualize how the parents be better Para teachers in handling their children at homebased learning using modules specially during state of emergency. The present researcher highly endorsed the recommendation of Trovela for study.

Theoretical Framework

Theories in education and the studies' framework are discussed in this part. Adopted primarily was the Cause-Effect Theory introduced by Aristotle for the first time in the human thought that becoming as change is not an illusion but that humans actually experience nature as change. (Stacey, 2000, pp195).

The rationale of the Implementation of the Modular Learning Modality Among the Public Secondary Schools in Sto. Domingo, Albay was conceptualized, founded on Causal Theory (Aristotle on Causality,

Stanford Encyclopedia of Philosophy, 1ˢᵗpublished: 2006) or the Cause-and-Effect Theory. Cause and effect refer to a relationship between two phenomena in which one is the reason behind the other (Encyclopedia of Research Design, 2010).

COVID-19 pandemic caused sudden halt of the so many things around the world that effected innovations of learning modalities and inventions of vaccines. The printed module as learning modality became the urgent solution to the effect of COVID 19 pandemic: temporary closure of schools for home-ground-schooling due to strict health protocols and series of lockdowns. The phenomenon consequently initiated changes resulting innovation in learning continuity. In this research, determining the level of assessment with analysis of and problems on the use of modular learning modality and the assessment of its level of implementation on the stages previously mentioned which was started during pandemic era to present time was the major challenge.

The Law of Readiness by Thorndike substantiated this research. He said that readiness is a preparation for action which is very essential for learning. According to Thorndike "If the child is ready to learn, he learns more quickly, effectively and with greater stratification than if he is not ready to learn.'' In going through the process of this research every step was founded on this law. The school with the researcher's developmental outputs was the confirmatory legal institution of step-by-step process completion. The law of exercise as development conduit to this theory of readiness was applied in the day-to-day struggle of this research. To avoid chaos and distraction of focus, a regular pattern of daily activities and study plan schedule was observed. Strict discipline in regularity of physiologic and mental exercises in strict health ethics protocol were observed. House rules were clearly communicated that everyone in the family and the surroundings understand. Research ethics was emphatically required by the Thesis Writing Professor as incorporation of Thorndike Conduit Theory of Readiness and Exercise.

In the validation of the challenges met by the respondents when modular learning modality was adopted in the midst of health crisis, law of readiness depicted their preparation capacity during health emergencies.

Barney Glaser and Anselm Strauss developed Grounded Theory in 1960, within the symbolic interactionist tradition of studies in sociology, drawing, principles of factor analysis and qualitative mathematics. It is now used widely in the social sciences; business and organization studies; particularly, nursing. This concept is a type of qualitative method of research which relies on insight generated from data, (Encyclopedia of Research Design, 2010) One of the defining characteristics of this theory is that it aims to generate theory that is grounded in the data (Tie, YC et al., 2019). In harappa. education website, grounded theology is classified as a qualitative method designed to help arrive at new theories and deductions. Researchers collect data through any means they prefer and then analyze the facts to arrive at concepts. By comparison of these concepts, theories are derived. Researchers continue until they reach sample saturation, in which no new information upsets the theory they have formulated. Then final theory is established. This current research, that sought answers to its specific objectives, was anchored on this second model, grounded theory.

The third concept used here was Daniel A. Hammond's Mindset Theory which he discussed on his article publication on the openttext.wsu.edu net. He scribed Mindset Theory (MT)1998), which states two mind-sets about intelligence: 1. Fixed, pre-determined by nature; 2. Flexible, intelligence can be improved with struggle and determination. The struggle of the learners as the center object of the
corroboration of the three other respondents in this research seen inspired by understanding their fixed and flexible developing mindset.

The researcher's new theory that was abstracted from all the learnings of the series of scientific investigations since this study was conceptualized is Input Output Theory (Baltar-Balbin, N. 2024): *Learning happens only, when knowledge inputs are properly applied for.* Failure in any academic pursuit is usually rooted from not being able to apply the proper input. The process of systematic review and meta-analysis on related studies was guided by this theory. The procedure of
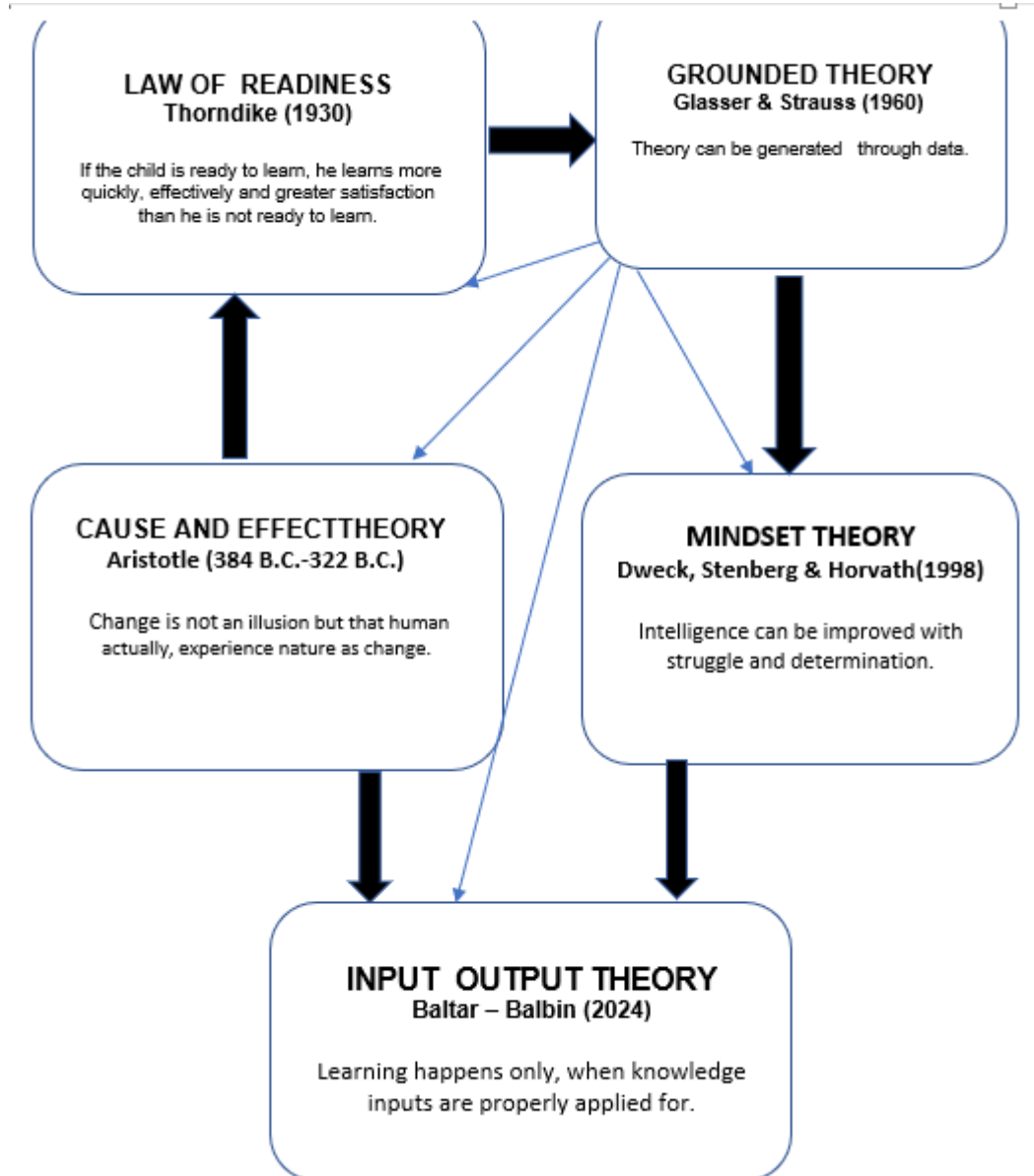
Figure 1. Theoretical Paradigm

validation, analysis, synthesis, interpretation of data results down to conclusion and recommendations, the researcher's intelligence has step by step exercise the process of higher order thinking skills.

Conceptual Framework

The conceptual framework of this study explains the flow of the paradigm illustrated in Figure 2. This research adopted the Context Input Output Product (CIPP) model created in 1960s by Daniel Leroy Stufflebeam.

Context refers to the problems to be solved which focuses on the program's operation.

Inputs are vital resources in the program that were outlined in the Context phase. Budget and scheduling are major inputs; others are research, plans, stakeholders or subject matter experts. In a kernel, these are strategies to be implemented employing appropriate tools or resources to achieve program goals. This is the structuring phase in the cycle.

Process refers to program development and execution where the inputs are gathered in a cohesive manner. A big consideration of this phase is examining how well each process is serving the context and whether inputs are operating well together. This is an implementation phase in the CIPP cycle.

Products are outputs and outcomes of the program goals. The primary question in this phase of evaluation is whether the intended goals have been met.

Figure 2: Conceptual Paradigm

Other areas to examine include whether the program is sustainable in terms of context, inputs and processes; how well did the program achieve outcomes and goals; existing trends that can be gathered from analyzing product information; areas of the program that can be improved, and the systemic changes that must be made to the program (1,2,3,4 Hashaw, 2020). This is a review phase in the cycle.

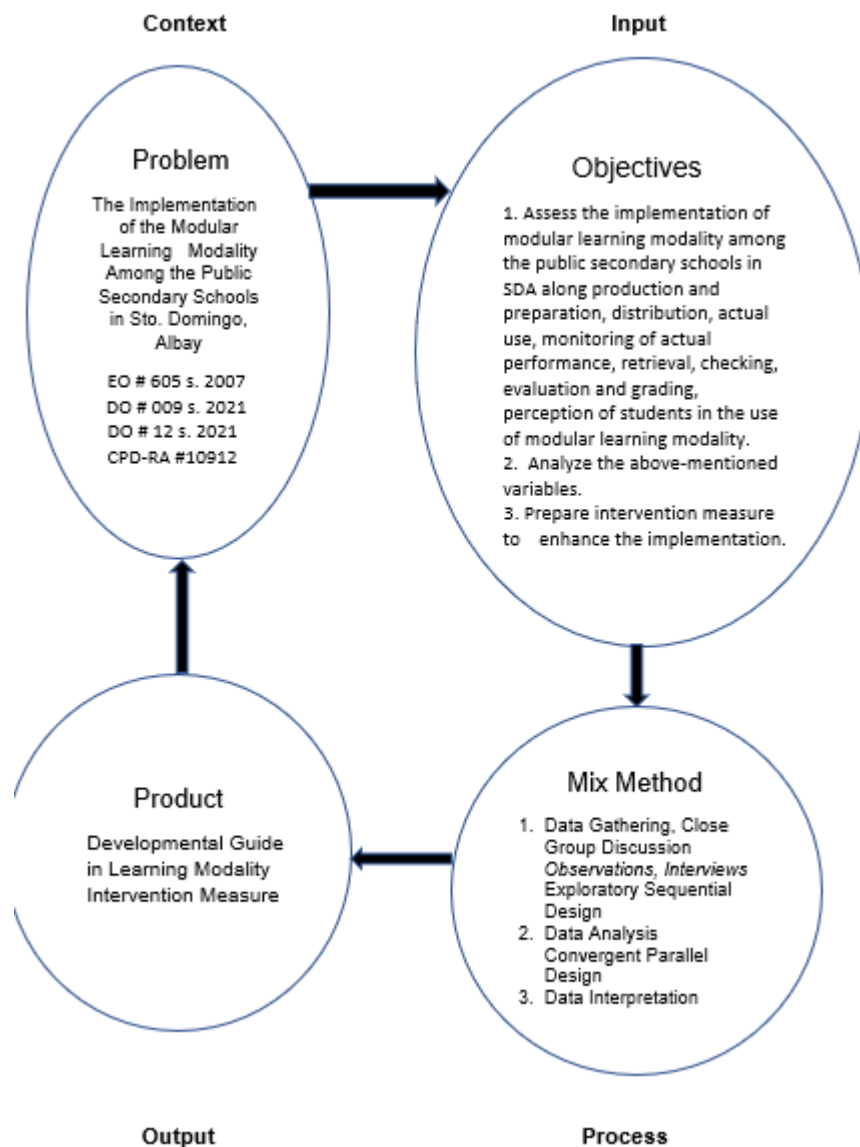For research and development sake: the never-ending examining, re-examining, evaluating, re-evaluating, discovery, re-discovery, search and research is posed by this study's final output. The world requires undying quest for innovations. Research makes inventions alive. Researchers produce inventors.

The bold arrows in Figure 2. Research Paradigm, explain the flow of the research method. It started from the **Context** or determining the problem to be solved or studied followed by **Input,** the formulation of specific objectives. Downward next is the **Process** where method of research is selected and expounded by logical procedure until the **Output** is derive. It offers intervention measure to the context studied. The outwardly coded texts, represent the components of the CIPP - Context, Input, Process, Product model.

Scope and Limitation

The scope and limitation of this paper referred to the boundaries which explained the extent to which the research area explored. This specified the parameters within the study that were used in the operation. Scope quantified details of the parameters included while limitations narrowed down the variables in this study.

This mixed-method research aimed to assess the implementation of the modular learning modality among the public secondary schools in Sto. Domingo, Albay along production and preparation, distribution, actual use, monitoring of actual performance, retrieval, checking, evaluation and grading, and perception of students in the use of modular learning modality; analyzed these variables; it prepared further an intervention measure to enhance the implementation of the modular learning modality. The try out, pilot, and the four (4) actual studies were conducted within the Junior High Schools of the first district of Albay province concerning principals, teachers, parents, and students. It excluded those that did not underwent the two (2) years homeschooling during pandemic lockdown, using modular learning modality, starting SY 2020-2022. The research was carried through from 1st Semester of SY 2022-2023 to 2nd Semester SY 2023-2024. This study delimited absent students during the actual gathering of the data in SY 2022-2023, and those who dropped out from school in School Year 2020-2021. It also restricted parents not involved in the implementation of the modular learning modality within the specified school year.

Significance of the Study

This study is significant to the following:

Respondents. The **teachers** will be guided how to cope with any calamity that will grossly affect their teaching modality while the **students** will adapt to any inclement weather in continuing their tasks despite heavy rainfalls, floods, storms, and other damaging natural occurrences. The **parents** will become vigilant for the speedy coordination of the difficulties that their children may be encountered. The **principals** will be able to plan ahead before the next opening school year for improvement of previous system learning delivery of modules and its innovations to clienteles.

Schools. The results were the first database of the issues on the implementation of Modular Learning Modality, student achievement academic performance during COVID-19 pandemic. A helpful databank for analysis that motivated developmental study and further researches; for social work and policy making.

Community. The ratio and proportion of module distribution and delivery system persuaded community settlers to make a unified action to better plan an improvement on how performance can be validly banked and raised qualitatively.

Department of Education (DepEd). The issues and concerns on the implementation of the MLM were validated by this department; hence, it necessitated to officially bring the matter to the core of DepEd

organization.

Local Government of Sto. Domingo (LGU). The results of this study guided the LGU in their policy and decision makings in matters of approving projects relative to Special Education Fund (SEF).

Future Researchers. This will guide the researcher in the planning for improving and innovating realistic, effective learning modalities that will address the timely needs of the students.

The recommendations of this study helpfully guided developmental researches relevant to the implementation of modular learning modality.

Definition of Terms

The words below were used conceptually and or operationally in this study:

Modular Learning Modality is defined by DepEd, Self-Learning Modules (SLMs) adopted by Philippine Education to deliver continuity of Learning to the remote areas of the country during the two (2) years COVID-19 Pandemic homeschooling. Operationally it is defined as the method or mode in learning delivery transfer through printed modality as independent variable in this study.

Printed Module Delivery System (PMDL) is the approach in teaching, in learning transfer which uses printed module that are individually distributed to the learners for home schooling and returned to school after activities are done for checking and grading of the teachers' study. In this study, it means the same.

Issues mean important topics that people are discussing or arguing about according to Oxford Advanced American Dictionary. It is operationally used in this research to mean challenges and problems. Its synonymous terms are feedback, and impact. It is also related to effect, impression, perception and insights used here.

Implementation is defined by Oxford Advanced Learners Dictionary as the act of something officially started; the process of putting a decision or plan into effect; execution. In this study, the word is used to mean the application of something; operation employed. It is related to process, procedure and practice.

Assessment is an opinion or a judgment about someone or something that has been thought about very carefully (Oxford Dictionary). In this study, it is the systematic basis for making inferences about the learning and development of students, expressed in descriptive judgement.

Instructional Intervention is an academic intervention used for learners having trouble with reading and math. Lee, Andrew, M., (2022) discussed these kinds of instructional interventions: 1. Intentional 2. Specific and Formalized 3. Flexible. Operationally, it means the teachers' individual or group intervention in class that address their need.

METHODOLOGY

This explains the mixed method of research used in this study. It discusses, among others, the respondents, research design, research instrument, sampling technique and study site. The data gathering procedure and the data analysis plan are likewise included.

Respondents

Six Hundred Forty-Five (645) respondents subcategorized into two (2): Four Hundred Thirty-Seven (437) Junior High School student-respondents-chosen through stratified sampling techniques, represented the understudy: Grade 7-10 with Twenty-Five (25) population per year level, except for School A. Two Hundred (208) non-students – selected by stratified, sampling and actual enumeration who were composed of principals or school heads, and legal parents/guardians of the schools' understudy. During data collection, the respondents were coded: B1-Principals/School Heads/School Representative; B2-

Teachers; B3-Parents; B4-Students. School A referred to Sto. Domingo National High School (SDNHS); School B: San Fernando High School (SFHS); School C: Bical High School (BHS); School D: Alimsog Integrated School (AIS). Purposive and convenience samplings were adapted in cases of refusal. The data collected started from the time of COVID-19 lockdowns, School Year 2020-2021 to SY 2021-2022.

Table A Respondents of the Study

School/Code	B4 Level Students	B4 Population	B4 Total	B3 Parents	B2 Teachers	B1 Principal	B1-4 Total
Sto.Domingo National High School (SDNHS) School A	7 8 9 10	30 34 31 42	137	25	38	2	202
San Fernando High School (SFHS) School B	7 8 9 10	25 25 25 25	100	25	29	1	155
Bical High School (BHS) **School C**	7 8 9 10	25 25 25 25	100	25	20	1	146
Alimsog Federated School (AIS) School D	7 8 9 10	25 25 25 25	100	25	16	1	142
Total			437	100	103	5	645

Research Design

This study applied Mixed Method Research using both Exploratory Sequential Design and Convergent Parallel Design of Grounded Theory. The researcher collected, analyzed, integrated the findings and drew inferences using qualitative and quantitative approaches in a single study (Tashakkori & Creswell, 2007).

Research Instruments

Survey questionnaires and assessment survey were the instruments used, with focus group discussion and online and or face to face interview when needed. After purpose and objectives have been met, the data collected, validated, analyzed, synthesized and interpreted from the Four (4) public secondary high schools of Sto. Domingo, Albay were kept in the databank at SDNHS, Sto. Domingo District, Sto. Domingo, Albay; for future developmental study, and for starting up a school and district research center purposes.

Survey questionnaires were the instruments used to all the Six Hundred Forty-Five (645) respondents and focus group discussion and interview added to non-student samples. After purpose and objectives have been met, the data collected, validated, analyzed, synthesized and interpreted from the four (4) public

secondary high schools of Sto. Domingo, Albay, they were kept in the databank of Sto. Domingo District, Sto. Domingo, Albay for future developmental study and for starting up a school and district research center purposes.

The researcher intended to collect data from human subjects through recorded interviews, group discussions and filled up questionnaires. These human subjects were called respondents or conversational partners and were chosen by their knowledge and experience of the topic, willingness, participated and signed the Informed Consent Form (Sample on Appendices).

The respondents were oriented on the nature and purpose of the study, the reasons for their selection, the benefits, and risks involved, their rights as respondents such as to end their involvement without the need of explanation, to answer those questions they want to and to refuse to answer some items.

The researcher assured them that their answers be treated confidential and their identity be anonymous. However, those brave enough have permitted the researcher to publish their names. They permitted to record the interviews, reviewed, edited and confirmed prior posting. Results of the study were presented to the respondents for validation before finalization of the manuscript. Their ideas and suggestions were included in the discussion.

Sampling Technique

Total enumeration was applied to the principals and teachers. Purposive sampling was adopted for parents. Stratified sampling was applied to students. SciSpace Literature Review typeset.io defines total enumeration in research- the process of studying the entire population of interest rather than a subset or sample. According to Campbell et.al (2020), purposive sampling is used to select participants that are most likely to provide useful information, to Creswell it involves selecting participants because you believe that they might contribute something to your analysis and google scholar defines it, intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon. Stratified sampling (SRS), also known as quota random sampling or probability is a technique where the total population is divided into strata or groups (Thomas, L. 2023). Each of the stratum is based on similar attributes or characteristics – like race, gender, civil status, level of education, profession, etc. It is meant to ensure that the subjects selected will be representative of the population of interest.

All the sampling techniques used are the most appropriate methods for this research. And the respondents in the sample population are the best individuals to answer the objectives of this study.

Study Site

The locale of the study is the District of Sto. Domingo, Albay, Philippines. The District of Sto. Domingo has four (4) public secondary schools. These schools are the actual respondents involving the principals/school heads, teachers, parents, and their Junior High School students.

The District of Sto. Domingo was selected the site of the study since the researcher is a teacher in Sto. Domingo National High School (SDNHS), which was one of the schools under study. Initially fed by the issues in the use of printed modules during pandemic lockdown homeschooling, an investigation through Continuing Professional Development (CPD) study was very vital in assessing further the implementation of the modular learning modality in Sto. Domingo, Albay. The variables and the parameters that the researcher included in the study were the necessary inclusion in the assessment of the district's implementation of the modular learning modality. The aforementioned respondents and their honest and sincere corroboration who putted together the facts in proper perspective were very necessary to a

meaningful utilization of the data, met target outcomes, produced appropriate intervention measure output, beneficial to the learners.

Data Gathering Procedure

This research has undergone Four (4) stages: 1. Preparatory 2. Actual Data Collection 3. Process Discussion and 4. Data Processing. Table F in the appendices enumerated the step by step activities per stage.

The most important activities along the course of those stages started were those in the preparation prior the data collection. After validating the research instruments by the experts, compliance to research ethics protocol was processed. Transmittal letters were approved from the indorsement communication of the Thesis Adviser to the District Supervisors of the Try Out, Pilot, and Actual Study Schools. Their indorsement to the researcher's letter to the Public Schools Division Superintendent (PSDS), have easily earned the approval of the Public Schools Division Superintendent (PSDS). A District Meeting was conducted by the District Supervisor in September 6, 2022, and presented this research as one of the Agenda. Two (2) school heads and Two (2) representatives for research of the actual respondents, and the researcher had met after the meeting for the finalization of the data gathering. Before adjournment of the said assembly; signing of the transmittal letters, with the approved schedule for data gathering schedule per school, was held.

On the actual data collection, the researcher had successfully conducted the try out and pilot study schools' activities for almost a month. Before the actual data collection was finally conducted, the errors during try out, and improvement on pilot testing, were incorporated to the instruments and procedure on the actual testing. It had a smooth flow of the process despite conflicts met because there was a well-done preparation and everything was ready before the activity. To avoid further conflict, the purposive and convenient sampling were adapted to complete data and reached research data saturation. The data gathering was finally ended with the signing of the verified validated results by authorized persons.

Data Analysis Plan

After collecting back, the questionnaires, data were banked using the table authentically created by the researcher (Sample in Appendices). At a glance, Mix Methods of research can be easily explained. The quantity and the quality were all in one, intact in a single tabulation. The exploratory sequential design and the convergent parallel design were put together so that at the end of the column of the tabulation, there the feedback situated. By putting them all together, saturation of data was easily achieved.

Summary and sub tables created explain further the quantity by data analysis, and quality by deriving concepts. Using grounded theory, analyzed data were integrated to sum up the district findings and drew inferences in them. The researcher derived conclusions from the weighted mean calculations of the data findings with Likert scale 1-5 for interpretation; summing up the integrated concepts from the different respondent categories among the Four (4) schools in the district, new theory was formulated.

RESULTS AND DISCUSSIONS

This study assessed the level of the Implementation of the Modular Learning Modality Among the Public Secondary Schools in Sto. Domingo, Albay along its production and preparation, distribution, actual use, monitoring of the actual performance, retrieval, checking, evaluation and grading, and students'

perception in the use of the modules. Above-mentioned variables and problems sought were analyzed further. An intervention measure was conceptualized after.

Table 1
Assessment of the Implementation of MLM Among the Public Secondary Schools in Sto. Domingo, Albay

Respondents	Average total weighted mean (Awtm)	Adjectival Interpretation (AI)
Principals	3.44	Satisfactory (S)
Teachers	3.08	Satisfactory (S)
Parents	3.11	Satisfactory (S)
Students	3.68	Very Satisfctory (VS)
General Atwm	3.33	Satisfactory (S)

Legend: E – Excellent-4.50 - 5.00   VS – Very Satisfactory-3.50 – 4.49 S – Satisfactory-2.50 – 3.49 VP – Very Poor1.00 –1.49

1. Assessment on the Implementation of MLM Among the Public Secondary Schools in Sto. Domingo, Albay

Principals' assessment on the level of implementation of MLM among public

secondary schools in Sto. Domingo Albay, along the production and preparation of the modules was Satisfactory (S)**.** The same level of assessment along the distribution, monitoring of actual use, retrieval, checking, evaluation and grading were rated by the teachers. Parents gave the same assessment rate on the distribution and actual use of the modules. While students appraised their actual use, checking, evaluation and grading, and perception of the modules Very Satisfactory (VS). The General Atwm of the assessment of MLM of the 4 groups of respondents of the district understudy is Satisfactory (S).

2. Analysis of the Above-Mentioned Variables

2.a Principals Assessment on the Production and Preparation of the Modules

Table 2.a recaps the Principals' Assessment Level on the Implementation of the Modular Learning Modality; where the administrators were basically tasked on the production and preparation of the modules. The indicators 1 (3.40), 2 (3.40), 3 (3.20), 4 (3.00) – all Satisfactory, indicator 5 (4.20) - Very Satisfactory (VS). The Atwm of the production and preparation stage is 3.44 – Satisfactory (S).

The data show, indicators 3. Economical for administration and 4. Needs met based on standards and flowed smoothly need priority focus for improvement, followed by indicator 1. Decreased cases of incidents and guidance counselling and 2. Modular Learning Modality diminishes corruption. Indicator 5, Healthwise modality, is the strength of the MLM**.** The appraisal positively credited MLM. However, it needs a careful planning, preparations and aggressive in the utilization of this modality to overrun the challenges of indicators 1-4.

Table 2.a Principals' Assessment on the Production and Preparation of the Modules

Principal's Assessment on the Production and Preparation of the Modules												
	Numerical Assessment											
	5		4		3		2		1		twm	AI
Indicators	f	wm	f	wm	f	wm	f	wm	f	wm		
1. Decreased cases of incidents and guidance counselling.	1	1.00	1	.80	2	1.20	1	.40	0	0	3.40	S
2. Modular Learning Modality diminishes corruption.	0	0	2	1.60	3	1.80	0	0	0	0	3.40	S
3.Economical for administration.	0	0	2	1.60	2	1.20	1	.40	0	0	3.20	S
4.Needsmet based on standards and flowed smoothly.	0	0	1	.80	3	1.80	1	.40	0	0	3.00	S
5. Healthwise modality.	2	2.00	2	1.60	1	.60	0	0	0	0	4.20	VS
Average (Awtm)											**3.44**	**S**

Legend: 4.50 - 5.00 - E   3.50 – 4.494 - VS   2.50 – 3.49 – P   1.50 – 2.49 f – frequency   AI-Adjectival Interpretation

wm – weighted mean   twm – total weighted mean   Awtm – Average weighted mean

In New Zealand, Auckland, a report of TE IHUWAKA Education Center of schools under national lockdown on March 25 to May 13, 2020 exposed students' wellbeing at home schooling and when they returned to school. A section of the report expounded on the two key aspects of education outcomes – wellbeing and achievement that linked and reinforced each other. It explained further that student wellbeing is important in its own right because it is a key factor in enabling learning. Students were struggling more after lockdown than they were in lockdown. Students reported high levels of household wellbeing during lockdown**.** Eighty four percent (84%) of students strongly agreed that they felt safe from Covid-19 while

learning at home and were less positive about their households' wellbeing after lockdown.

The results of the Philippine DepEd Learner Enrollment and Survey Forms (LESF); relative to DepEd Order No. 12 to establish new learning delivery modalities in the Learning Continuity Plan (LCP) in SY 2020-2021, placed Modular Distance Modality or Modular Learning Modality the most preferred modality of 8.8 M parents. It is most chosen mode of learning due to its convenience.

As the most healthwise modality, it is suggested by the Guidance Counselor Designate of SDNHS that MLM be used to augment and reinforce the learning in face to face regular schooling; to ensure continuity of learning during pandemic, national emergencies, inclement weathers, strong typhoons, other calamities, transport strikes and holidays. The dismantling of corruption from out of adopting MLM and the economical for administration validation of school administrators understudy should also be considered. With modules on hand, when learners are halt at home due to those above- mentioned justifications, above all, for health and safety reasons, the learners can still be at homeschool time mindset, and learning continues.

 Tables in 2.b expose the **Teachers Assessment** on the Distribution (2.b.1), Monitoring of Actual Use (2.b.2), Retrieval (2.b.3), Checking (2.b.4) and Evaluation and Grading (2.b.5) of the Modules.

2.b.1 Distribution of Modules

On the Distribution of the Modules, indicators: 1 has a weighted mean (wm)

of 2.46, and an Adjectival Interpretation (AI) of Poor (P); 2 (3.51), 3 (3.61) -Very Satisfactory (VS), 4 (3.31),5 (3.22) – Satisfactory (S). The Average total weighted mean (Atwm) is 3.22-Satisfactory (S).

Table 2.b.1 Teachers Assessment on the Distribution of the Modules

Teachers' Assessment on the Distribution of Modules												
Indicators	5		4		3		2		1		twm	AI
	f	wm	f	wm	f	wm	f	wm	f	wm		
1.Teachers executed timely documentation of the distribution of the modules.	10	.48	28	1.09	18	.52	22	.21	17	.16	2.46	P
2.Teachers and parents belonging to the executive department of IATF-EID observed strict protocols as in no.4.	28	1.36	37	1.44	19	.55	5	.10	6	.06	3.51	VS
3.Teachers were ready in the distribution; log sheets with received specimen of the parents	39	1.89	35	1.36	8	.23	1	.02	8	.08	3.61	VS

were banked.											
4.All parents observed IATF-EID protocols: got their children's module in school, wore masks, observed physical distancing, and went home at once after concerns were done in school.	24	1.16	37	1.44	13	.38	13	.25	8	.08	3.31	S
5.Distributions of the modules were logical and in order, observed standard break and was smooth flowing.	26	1.26	38	1.48	10	.29	4	.08	11	.11	3.22	S
Average (Atwm)											**3.22**

DepEd Sulong Edukalidad, while on the peak of pandemic, in dire need of conditioning students continuity of learning mindset through homeschooling, the teachers distributed the printed modules the best they can; but their assessment to their distribution turned out Poor (P) in timely documentation; Satisfactory (S) in parents observing standard health protocols at the time of distribution, and procedure; Very Satisfactory (VS) in teachers observing standard health protocols, and documenting and banking parents' specimen receipts of the modules. This implies that teachers' appraisal of their duty rendered relative to the distribution of the modules during COVID-19 pandemic homeschooling is high standard perception of public service.

Cantina, J. et., al. (2023) applied his quantitative research in the Philippines, with his study on the satisfaction level of the respondents on flexible learning during pandemic.

Findings showed that the faculty and students were satisfied with modular learning, while the parents were dissatisfied. The faculty found modular learning, one of the ways aided teaching during pandemic. Students attested, distribution and retrieval of modules were organized, time allotment was acceptable, safety and health protocols were ensured. The parents affirmed that the distribution and retrieval of modules were not well organized, and the orientation as to the use of modules during distribution was not clearly explained. To ensure that enough and adequate time is allotted to each activity or assessment; that

the learning activities and assessments adhere to complexity, timeliness, relevance, and alignment to the learning outcomes; and to structure and plan the course online, upload pictures, images, and videos on the chosen platform, attach links, use Google Forms, and engage in other computer-aided games and activities, the study recommended a training workshop which may be conducted for the faculty to repackage and revise the modules.

It was indorsed further that the guidelines and procedures for the distribution and retrieval of the modules may be disseminated to parents and other stakeholders through brochures and flyers; and the administration may allot funds to provide internet connectivity to students who choose online learning modes, such as free cell cards, or form partnerships with LGUs and NTC to create a free Wi-Fi connection at a specific location in each barangay.

The results of the data collection therefore imply innovations as they reveal facts and meanings. Cantina resolved to endorsing training workshops for faculty for modules repackaging and revisions.

In Alimsog Integrated School (AIS), however, an actual teacher-respondent of this study, emphasized that proper distribution and retrieval of modules are essential in the conduct of modular distance learning.

2.b.2 Monitoring of Actual Performance

On the Monitoring of the Actual Performance, indicators 1 (3.17), 2 (3.45), 5 (3.29) are assessed Satisfactory (S); indicators 3 (3.45), 4 (3.58) are Very Satisfactory (VS). The Atwm of this stage is 3.45 – Satisfactory (S).

While prohibited to physical bonding, teachers assessed their initiative in reaching out learners via FM radio, security guards relay, school ICT, efforts extended for measures safeguarding quality students' performance, Satisfactory (S). Meanwhile, they rated use of social media to reach out learners and homebase

Table 2.b.2 Teachers' Assessment on the Monitoring of Actual Performance

Teachers' Assessment on the Monitoring of the Actual Performance												
Indicators	**5**		**4**		**3**		**2**		**1**		**wm**	**AI**
	f	**wm**	**f**	**wm**	**f**	**wm**	**f**	**wm**	**f**	**wm**		
1.Teachers were inhibited to monitor actual students' performance at home base due to strict health protocols during lockdowns but reached them by school FM Radio and School Guards as medium of information.	14	.68	35	1.36		.87	8	.16	10	.10	3.17	S

2.School ICT and chat group conveyed information to community and learners.	23	1.12	39	1.51	21	.61	7	.14	7	.07	3.45	S
3.Teachers met some students in chat groups messenger social media application.	39	1.89	36	1.40	10	.29	6	.12	7	.07	3.77	V S
4.Interventions at home base projects were given.	29	1.41	38	1.48	15	.44	8	.16	9	.09	3.58	V S
5.Teachers extended efforts not just lifted the students to the next level but provided measures to safeguard quality students' performance.	27	1.31	35	1.36	11	.32	11	.21	9	.09	3.29	S
Average (Awtm)											**3.45**	**S**

interventions projects given, Very Satisfactory (VS). It means that social media in Sto. Domingo District was more accessible than the FM radio during COVID-19 pandemic home-schooling. The monitoring of the actual performance therefore was primordially and successfully executed via social media. The district has to improve those in Satisfactory indicators.

Miguel, F. et. Al. (2021) assessment of parents' involvement in homeschooling that mobilized Ten (10) Grade 8 students and Five (5) teachers implies commitment and determination teamwork between teachers, who have the obligatory task to monitor students' actual performance on homeschooling, and parents as para-teachers, to keep abreast with the time and learning innovations.

2.b.3 Retrieval of the Modules

On the Retrieval of the Modules, indicators 1 (2.93), 2 (2.92), 4 (2.69), 5 (2.90) are all Satisfactory (S), 3 (2.46) – Poor (P). This has an Awtm of 2.78 – Satisfactory (S).

Table 2.b.3 Teachers' Assessment on the Retrieval of Modules

Teachers' Assessment on the Retrieval of the Modules												
	5		**4**		**3**		**2**		**1**			
Indicators	f	wm	f	wm	f	wm	f	Wm	f	wm	twm	AI
1.Parents and students were prompt in passing their modules and outputs.	5	.24	33	1.28	35	1.02	18	.35	4	.04	2.93	S
2.Challenges in the retrieval of modules were handled well without conflict.	13	.63	30	1.16	28	.82	12	.23	8	.08	2.92	S
3.Modules were neatly returned for use of the other group who waited when they passed.	0	0	21	.82	38	1.11	23	.45	8	.08	2.46	P
4.Complete modules were returned with outputs done.	7	.34	27	1.05	29	.84	19	.37	9	.09	2.69	S
5.Rules in the retrieval of the modules and outputs were understood, followed.	13	.63	32	1.24	25	.73	12	.23	7	.07	2.90	S
Average (Awtm)											2.78	S

Teachers assessment of the parents/students' promptness in returning the modules, its retrieval without conflict, returned them with outputs performed, rules applied and execution of the module retrieval, Satisfactory (S) and neatness of the returned modules, Poor (P).

Din, S. (2024) of Sto. Domingo National High School, narrated how the execution of the printed modular learning modality was done. A kernel of her experience in the implementation of the modular learning modality is synthesized: the challenge in the delay of the retrieval of the modules was somehow rooted to the budget insufficiency in the production of the printed modules. The ratio of a module: two students (1:2) was adopted to ensure that students can still work on learning during home schooling pandemic lockdown. Two groups scheme was devised. The first batch answered the initially distributed modules, the second batch wait for the modules to be returned before they can answer while the first batch were done with them. The problem on the retrieval of the modules arose when the students cannot return the modules on time.

Din resolved the urgent issue in the English Department by coming up with Thirty (30) sets buffer modules. Suarez, V. (2024) treated it by soliciting donations that she started with her teachers in the Science Department. Balbin, A. (2024) explained that her department, the Araling Panlipunan Section, has been doing what Suarez did even prior COVID-19 pandemic.

To prepare for the same anticipated lockdown home schooling ahead of any cause, Din recommended a stand by fund that can allocate for this purpose only. She expounded that it can be taken from the Secondary Education Fund (SEF) from the Local Government Unit (LGU) of the municipality; a thirty percent (30%) can be taken from the school MOEA; limit student extra-curricular activities like festivals to save fund of the club for this purpose, and GPTA support fund. Suarez stated that donations be continued and encouraged.

From the real live experiences encountered, Din took this a challenge to employ the standard and ideal; Suarez realized it a need. Balbin expressed strong support on this with emphasis on contextualization and localization, and innovation of the modules.

2.b.4 Checking of the Modules

Teachers' Assessment on the Checking of the Modules												
Indicators	5		4		3		2		1		twm	AI
	f	wm	F	wm	f	wm	f	wm	f	wm		
1.Teachers manually did the checking of modules and outputs since SY 2020- 2021 at a work from home scheme or in school.	217	2.48	98	.90	74	.50	22	.10	19	.04	4.02	VS

2. Teachers requested the parents to permit their children help them check their children's module outputs.	106	1.21	106	.97	75	.51	43	.20	100	.23	3.12	S
3. Since the teachers themselves did the checking of students' outputs; results were more credible.	125	1.43	149	1.37	102	.70	32	.15	19	.04	3.68	VS
4. Parents permitted their children help teachers check their children's module outputs.	89	1.02	87	.79	82	.56	56	.26	117	.27	2.90	S
5. Modules retrieved and outputs checked were properly banked in school.	188	2.15	88	.81	86	.59	26	.12	42	.09	3.76	VS
Average (Awtm)											**2.96**	**S**

Table 2.b.4 Teachers' Assessment on the Checking of the Modules

Checking of the Modules' indicators 1 (3.48), 3 (3.28), 5 (3.20) – Satisfactory (S), 2 (2.37) and 4 (2.45) – Poor (P). Its Atwm is 2.96–Satisfactory (S).

Teachers valued their manual checking of the modules in SY 2020-2021 at work from home scheme, Satisfactory (S) including checking of other students' outputs and their banking. They appraised indicators: Teachers requested the parents to permit their children help them check their module outputs; and Parents permitted their children help teachers check their module outputs, Poor (P). It means that the teachers found it hard checking the modules by themselves, without the help of the students, that was commonly happening in regular face to face modality. The bulk of the modules and intervention outputs checked all by themselves during pandemic were very crucial.

In Tacloban City, Castroverde, F. & Alkala, M. (2021), investigated and identified the teachers' problems in MDL and how they coped with them. Identified challenges of teachers in MDL were rooted on planning, preparation and distribution, checking, evaluating outputs of modules, students' learning monitoring and providing students' performance feedback. They adopted learning survival patterns in coping challenges encountered in MDL via adaptability to the new normal trend in education, patient, optimistic, competent

in providing alternative plans. For the sponsors, Castroverde & Alkala (2021) recommended the need to plan and work for alternatives to address issues arising in the actual teaching -learning process on critical time due to pandemic.

Balbin shared her experience of checking the modules as a teacher. Like the discovery of Castroverde & Alkala, Balbin stated that the success of checking the modules on the dot was by *determination* to finish them with a *schedule scheme* out of delaying sleeping time up to twelve (12) midnight.

Table 2.b.5 Teachers' Assessment on the Evaluation and Grading of the Modules

Teachers' Assessment of the Evaluation and Grading of the Modules											
Indicators	**5**		**4**		**3**		**2**		**1**		**tw m**	**A I**
	f	**w m**	**F**	**w m**	**f**	**w m**	**F**	**w m**	**F**	**W m**		
1.In SY 2020-2021, evaluation was only confined on what the modules provided and the grading relied on what the students performed in the module without actual base performance documentation of the teachers	160	1.83	102	.93	110	.76	33	.15	26	.06	3.73	V S
2.This SY 2021-2022, teachers provided their own follow up evaluations of the lessons and activities in the modules because answers to such were already provided in the modules.	146	1.67	107	.98	92	.63	45	.21	38	.09	3.58	V S
	152	1.74	116	1.06	86	.59	44	.20	29	.07	3.66	V S

3. With the modules from the DepEd; where key to correct answers to activities and tests after every lesson, learners were spoon fed; and therefore, trusting on the module's students' outputs performance as the base ground for grading was not reliable; hence, self-made teacher standardized evaluation tools were applied.												
4. Interventions at home base projects were given.	149	1.70	124	1.14	78	.54	29	.14	48	.11	3.63	VS
5.Teachers extended efforts not just lifted the students to the next level but provided measures to safeguard quality students' performance.	206	2.36	102	.93	85	.58	18	.08	18	.04	3.99	VS
Average (Awtm)											**3.71**	**VS**

2.b.5 Evaluation and Grading of the Module

Evaluation and Grading stage indicators 2 (3.09), 3 (3.06), 4 (2.99), 5 (3.33) – Satisfactory (S), 1 (2.41)– Poor. Awtm of this stage is 2.96–Satisfactory

The teachers assessed the evaluation and grading of students based on

their modules' performance, Poor (P); follow up evaluation interventions due to answer keys in the modules, reliability of students' modules performance from the DepEd, teachers' home base interventions, and efforts extended safeguarding quality students' performance while mandatory lifting learners to the

next level, Satisfactory (S). The teachers' rating is interpreted: their standard on quality teaching and learning is high. It means that the teachers do not tolerate putting answer keys to students' modules since they saw it a big problem to giving quality grades of the students.

Barcenas, J. and Bibon M. (2021) identified the means addressing problems encountered of island high school students with MDL. They solved them by asking help from knowledgeable others; cheated or referred to internet; organized the modules well; answered and submitted outputs on a well manage time. These implied that students practically surmounted the challenges of MDL.

Balute, R (2024) of SDNHS attested to the findings 1 and 2 of Barcenas and Bibon. She disclosed the cases of just merely copying the answer keys in the printed modules provided including remarks on it: *answers may vary*, that she discovered in her Science Technology and Engineering classes. She explained that these factors defeated the purpose of the modules as self-learning modules.

To safeguard quality grades from inconsistencies, Balute warned the placing of the answer keys on students' modules and encourage teachers to double check students' work sheets performance. She disclosed that upon discovering such problems that can compromised quality grades, she worked on her own evaluation sheets which were parallel to the competencies in the modules from the DepEd. To ensure that inconsistencies compromising quality grades will not be repeated, Balute appealed for teachers to make guidelines relative to the use of the modules as individual learning kit.

2.c Parents' Assessment

Parents' assessment embodies the Distribution (2.c.1) and the Actual Use (2.c.2) of the Modules.

2.c.1 Distribution of the Modules

Table 2.c.1 summarizes Parents 'Assessment on the Distribution Along the Distribution of Modules, indicators 2 (2.83), 3 (3.07), 4 (2.70), 5 (3.25) – Satisfactory (S).

Parents assessed the teachers' execution of the modules, teachers and parents' observance of heath protocols, readiness of the distribution, overall flow of the distribution flow of the modules, Poor (P). The appraisal was near consistent to teachers' appraisal Satisfactory (S). The modules' distribution was a problem.

Guiamalon, T. et al. (2021) investigation on the use of MDL among teachers in Buluan, Maguindanao reported that they were well-oriented and prepared with performing their tasks and functions with MDL during homeschooling, including parents; except some who are incapable facilitating MLs' understanding difficulty

Table 2.c.1 Parents' Assessment on the Distribution of Modules

Parents Assessment on the Distribution of Modules											
Indicators	**Numerical Assessment**										**twm**	**AI**
	5		**4**		**3**		**2**		**1**			
	f	**wm**	**f**	**wm**	**f**	**wm**	**F**	**wm**	**f**	**wm**		
	4	.20	10	.40	31	.93	21	.41	32	.32	2.26	P

Item	f	wv	f	wv	f	wv	f	wv	f	wv	WM	DE
1. Teachers executed timely documentation of the distribution of the modules												
2. Teachers and parents belonging to the executive department of IATF-EID observed strict protocols as in no.4.	7	.35	29	1.16	27	.81	21	.41	10	.10	2.83	S
3. Teachers were ready in the distribution; log sheets with received specimen of the parents were banked.	9	.45	29	1.16	38	1.14	11	.22	10	.10	3.07	S
4. All parents observed IATF-EID protocols: got their children's module in school, wore masks, observed physical distancing, and went home at once after concerns were done in school.	13	.65	22	.88	24	.72	17	.34	11	.11	2.70	S
5. Distributions of the modules were logical and in order, observed standard break and was smooth flowing.	13	.65	35	1.40	35	1.05	5	.10	5	.05	3.25	S
Average (Awtm											**2.82**	**S**

It showed further that schools have given sufficient funds allocation, and was properly and promptly operated.

It can be inferred that no matter remote the schools were, if commitment was real and corruption was not interfering in the factual role of education, learning delivery and program implementation was easy and results are gratifying. The Law of Readiness and Exercise of Thorndike therefore best explain the results of the investigation of the concurrent research. Guiamalon, T. et al best implicate what necessary preparations are to be readied.

Learning from the previous experiences and from those of others, Din, Suarez and Balbin have contemplated on the necessary preparations which their school was not able to anticipate the previous COVID-19 Pandemic.

Table 2.c.2 Parents' Assessment on Actual Use of the Modules

Parents' Assessment on Actual Use of the Modules												
Indicators	5		4		3		2		1			
	f	wm	f	wm	F	wm	f	wm	f	wm	twm	AI
1. More of advantage to students because they were able to go back anytime to lessons, they didn't understand in one sit reading. They were able to review their answers many times.	16	.80	35	1.40	31	.93	6	.12	1	.01	3.26	S
2. They were able to rest once they were tired; then went back working with the module at their own pace.	4	.20	42	1.68	18	.54	23	.46	1	.01	2.89	S
3. More economical and health wise home base schooling with modules because students were in safety grounds with their parents; they didn't spend for transportation; no more asking of "baon" every day for snacks or meal expenses being incurred in face-to-face schooling.	6	.30	54	2.16	24	.72	11	.22	5	.05	3.45	S
4. Parents were in stress, worry free state for the safety of their children.	25	1.25	25	1.00	26	.78	8	.16	3	.03	3.22	S
5. Modular Learning Modality dismantled	51	2.55	24	.96	20	.60	3	.06	1	.01	4.18	VS

unnecessary PTA expenses and diminished contributions.												
Average (Awtm)											**3.40**	**S**

2.c.2 Actual Use of the Modules

Table 2.c.2 shows assessment of the parents' assessment on the actual use of the modules. Indicators 1 (3.26), 2 (2.89), 3 (3.45, 4 (3.22) – Satisfactory (S), 1 (4.18) – Very Satisfactory (VS). This stage Awtm is Satisfactory.

The parents understudy rated the advantage of the modules, its convenience, its health safety and economy benefits, its stress-free contribution, Satisfactory (S). However, they assessed indicator: MLM dismantled unnecessary PTA expenses and diminished contributions, Very Satisfactory (VS). Therefore, while it was burden for parents as para teachers at home-schooling, it was economically advantageous for them.

Agaton C. and Cueto, L. (2021) examination to 30 parents in the Philippines with their experiences during pandemic revealed their support on MDL; closures of schools; adapting varied learning modalities. However, parents encountered problems in virtual setting; delivery of instruction; availability of technology for health problems, learning style; and financial difficulties. This related study reviewed helps gage education policies while considering the perspective of the learners' parents during the pandemic and beyond.

2.d Students' Assessment

This includes students' assessment on the Actual Use (2.d.1), Checking (2.d.2), Evaluation and Grading (2.d.3), and Perception on the Use (2.d.4) of the Modules.

Table 2.d.1 Students' Assessment on the Actual Use of the Modules

Indicators	Students' Assessment on the Actual Use of the Modules											
	5		**4**		**3**		**2**		**1**			
	f	**wm**	**f**	**Wm**	**F**	**mm**	**f**	**wm**	**f**	**wm**	**twm**	**AI**
1.More of advantage to students because they were able to go back anytime to lessons, they didn't understand in one sit reading. They were able to review their answers many times.	168	1.92	118	1.08	118	.81	22	.10	6	.01	3.92	VS

2.They were able to rest once they were tired; then went back working with the module at their own pace.	199	2.28	111	1.02	85	.58	32	.15	8	.02	4.05	VS
3.More economical and health wise home base schooling with modules because students were in safety grounds with their parents; they didn't spend for transportation; no more asking of "baon" every day for snacks or meal expenses being incurred in face-to-face schooling.	190	2.17	107	.98	92	.63	28	.13	20	.05	3.96	VS
4.Parents were in stress, worry free state for the safety of their children.	186	2.13	106	.97	90	.62	32	.15	17	.03	3.90	VS
5. Modular Learning Modality dismantled unnecessary PTA expenses and diminished contributions.	160	1.83	98	.90	90	.62	41	.19	17	.03	3.57	VS
Average (Awtm)											**3.88**	**VS**

2.d.1 Actual Use of the Modules

Table 2.d.1 presents the Students' Assessment on the Actual Use of the Modules. Indicators 1 (3.92), 2 (4.02), 3 (3.96), 4 (3.90), and 5 (3.57) – Very Satisfactory (VS) with an Awtm of 3.88 – Very Satisfactory (VS).

The students unlike the parents of this study, assessed the advantage of the modules, its convenience, its health safety and economy benefits, its stress-free contribution, indicator: MLM dismantled unnecessary PTA expenses and diminished contributions, Very Satisfactory (VS).

Tugano, M., et.al (2022) determined Catanduanes State University (CatSU) students' level satisfaction on ML as one of the flexible learning modalities used by the institution during the pandemic. Using Likert scale survey questionnaire, a population representing different CatSU colleges of 3,332 students was treated with Quantitative Descriptive Research. Findings exposed students MLM's varied level of satisfaction results, from *very satisfied* ($\bar{x}$=2.71) to satisfied ($\bar{x}$=2.01). It likewise true in all colleges along different indicators enclosed in the study. Researchers appealed for further investigations.

In the present study, results and discussion expounded on the different level of assessment of the respondents. This study of Tugano et.al has a lot of differences from that of the concurrent research. But there is one common area that they shared to the readers: the use of Likert Scale in the assessment level of the present study and the satisfaction level of Modular Learning Modality of this reviewed research.

2.d.2 Checking of the Modules

Table 2.d.2 illustrates the Students' Assessment on the Checking of the Modules. Indicators 1 (3.73), 2 (3.58), 3 (3.66), 4 (3.63), 5 (3.99) - Very Satisfactory (VS) The Awtm of this stage is 3.71 – Very Satisfactory (VS).

Indicators	Numerical Assessment										twm	AI
	5		4		3		2		1			
	f	wm	f	wm	f	wm	f	wm	f	wm		
1. Teachers manually did the checking of modules and outputs since SY 2020-2021 at a work from home scheme or in school.	217	2.48	98	.90	74	.50	22	.10	19	.04	4.02	VS
2.Teachers requested the parents to permit their children help them check their children's module outputs.	106	1.21	106	.97	75	.51	43	.20	100	.23	3.12	S

Table title: **Students Assessment on the Checking of the Modules**

3.Since the teachers themselves did the checking of students' outputs; results were more credible.	125	1.43	149	1.37	102	.70	32	.15	19	.04	3.68	VS
4.Parents permitted their children help teachers check their children's module outputs.	89	1.02	87	.79	82	.56	56	.26	117	.27	2.90	S
5.Modules retrieved and outputs checked were properly banked in school.	188	2.15	88	.81	86	.59	26	.12	42	.09	3.76	VS
Average (Awtm)											**3.50**	**VS**

Table 2.d.2 Students' Assessment on the Checking of the Modules

Students valued the teachers manual checking of the modules in SY 2020-2021, at work from home scheme, including checking of other students' outputs and their banking, Very Satisfactory (VS). Indicators: Teachers requested the parents to permit their children help them check their children's module outputs, and Parents permitted their children help teachers check their children's module outputs, were rated Satisfactory (S).

Aksan (2021) ascertained students' perception regarding MDLA in their

Mathematics; identified the challenges they felt; examined its effect in their Mathematics grades and their discernment when grouped by gender and age.

Findings revealed that students' discernment settled on MDLA which means students had positive view in MDLA in Mathematics with little challenges experienced. Results further revealed quality performance in Mathematics with the descriptive rating of Very Satisfactory. Moreover, results showed no significant difference on MLM perceptions when grouped by gender and age, and she has arrived at correct conclusion. Gaining favorably on the use of MDLA, Aksan recommended the continuity in the use of MDLA during face-to-face instruction for students' easy understanding at home-based learning.

Alelaimat, A. & Ghoneem K. (2023 Upload) compared the use of developed modules with the conventional approach without ML. The class were grouped into Control and Experimental. Results showed, the experimental group are superior over students in the control group in, and the lack of difference between male and female in direct and long-term achievement test.

Researchers recommended the need to use additional modern approach in teaching Science domain like ML; teachers training in implementing ML. Further recommended was the textbook and references provisions, contextualize with this teaching approach. Alelaimat and Ghoneem final indorsement is to employ similar studies over different domains, such as physics and mathematics.

Thorndike Law of Readiness implies consistency in the checking of modules when results are gratifying like that of Aksan, Alelaimat, and Ghoneem, teachers find inspiration on readiness labor spent. When data are corrupted by factors as experienced by Balute, Bibon and Barcenas, preparations labor spent not

Students' Assessment on the Evaluation and Grading of the Modules												
Indicators	**5**		**4**		**3**		**2**		**1**		**twm**	**AI**
	f	**wm**	**f**	**wm**	**f**	**wm**	**f**	**wm**	**f**	**wm**		
1.In SY 2020-2021, evaluation was only confined on what the modules provided and the grading relied on what the students performed in the module without actual base performance documentation of the teachers	160	1.83	102	.93	110	.76	33	.15	26	.06	3.73	VS
2.This SY 2021-2022, teachers provided their own follow up evaluations of the lessons and activities in the modules because answers to such were already provided in the modules.	146	1.67	107	.98	92	.63	45	.21	38	.09	3.58	VS
3.With the modules from the DepEd; where key to correct answers to activities and tests after every lesson, learners were spoon fed; and therefore, trusting on the module's students' outputs performance as the base ground for grading was not reliable; hence, self-	152	1.74	116	1.06	86	.59	44	.20	29	.07	3.66	VS

made teacher standardized evaluation tools were applied.												

parallel to what are expected results, teachers desperately felt unrewarding.

To safeguard the sad teachers' experience, Vygotsky Collaboration and an Indian viewpoint stress: it takes a state to build a child: a vital global learning input.

Table 2.d.3 Students' Assessment on the Evaluation and Grading of the Modules

4.Interventions at home base projects were given.	149	1.70	124	1.14	78	.54	29	.14	48	.11	3.63	VS
5.Teachers extended efforts not just lifted the students to the next level but provided measures to safeguard quality students' performance.	206	2.36	102	.93	85	.58	18	.08	18	.04	3.99	VS
Average (Awtm											**3.71**	**VS**

2.d.3 Evaluation and Grading of Modules (Outputs)

Table 2.d.3 exhibits the Students' Assessment on the Evaluation and Grading

of the Modules. Indicators 1 (3.73), 2 (3.58), 3 (3.66), 4 (3.63), 5 (3.99) – Very Satisfactory (VS). Awtm of this stage is 3.71 – Very Satisfactory (VS).

Unlike their parents, the students assessed the evaluation and grading of the teachers on their modules' performance, follow up evaluation interventions due to answer keys in the modules, reliability of students' modules performance from the DepEd, teachers' home base interventions, and efforts extended safeguarding quality students' performance while mandatory lifting learners to the next level, all Very Satisfactory (VS).

The students' rating is interpreted that they benefited indeed the sacrifice of the corroboration of the IETF-EID under President Rodrigo Roa Duterte Presidency, DepEd Secretary Briones and her staff at different fields, teachers, parents and school administrators, and stakeholders. Despite challenges on difficulty performing activities in the modules, all these corroborators helped one another not to fail the learners and felt helpless during the health crisis, COVID-19 MLM home schooling.

President Rodrigo Roa Duterte Presidential mandate of empowering DepEd lift all learners in School Year 2019-2020, aligned to his Proclamation No. 929-2020000317: Philippine Under State of Calamity, signed on March, 2020. DepEd Order No. 008, s. 2020: Guidelines in Enrollment for SY 2020-2021 in the context of Public Health Emergency. Executive Order No. 009, s. 2021: Streamlining the System and Processes of the Department Through Quality Manual Service (PAWIM). Executive Order (EO) No. 605, s. 2007,

supported by DepEd Order 009, s. 2021. RA 10912: CPD of 2016 which he stressed on his 5th SONA to end seminars during pandemic which according to him burdensome and unrealistic. All
these laws coined together to protect all Filipinos from the possible savagery that the killer virus has beseeched the world.

Moreover, the challenge to the DepEd is embodied within the core mission of Republict Act 10533:The Enhanced Basic Education Act, which espouses the following objectives: provide every student with a quality, globally competitive education; aimed to broaden high school education to include college, vocational and technical career opportunities, sports, arts, and entrepreneurial employment in a fast-changing and increasingly globalized environment; learner-oriented and responsive to the needs and communities through the appropriate teaching and learning languages, including the mother tongue, as a learning resource, provide every student with a broad range of options for their future, whether it be further education, employment, or entrepreneurship and ensure that every student is equipped with the necessary skills and competencies to succeed in their chosen path.

Dr. Jeremy A. Cruz was very emphatic as he delivered his profound speech during the UNESCO assembly in Paris, March 2024, where he stressed capitalizing learners' every individual capability while building them assets of their communities. The law aims to connect fundamental education to eventual employment in a globalized society, utilizing a curriculum that is rooted in sound educational principles and geared towards excellence. *Dr. Cruz* persuasion on an
infinite love and affection that passionately transcends all challenges in children's
education, turned into an applauded global challenge.

To ensure continuity of the programs, the present leadership of the President Ferdinand Marcos Jr. placed Vice President Sarah Duterte, the present
DepEd Secretary, who initiated MATATAG curriculum to address research-based weaknesses of the K-12 program.

2.d.4 Perception on the Use of Modules

Table 2.d.4 Students' Assessment on Perception in the Use of Modules

Students' Assessment on the Perception on the Use of MLM												
	5		4		3		2		1			
Indicators	f	wm	f	wm	F	wm	f	wm	f	wm	twm	AI
1.MLM empowered my parents to get the modules in school and follow up my school records performance. My parents did the passing of the modules and outputs too.	176	2.01	113	1.03	87	.60	34	.16	26	.06	3.86	VS

2.MLM was more convenient, even without teacher I can perform well, and manage time at my own discretion without compromising quality healthy learning at home.	145	1.66	102	.93	108	.74	54	.25	26	.06	3.64	VS
3. With MLM I became wiser, I still helped parents and siblings with the home chores and manage a business to help family income augmentation.	168	1.92	132	1.21	63	.43	43	.20	27	.07	3.83	VS
4. I performed better in MLM than face to face. I had good grades with MLM.	127	1.45	92	.84	95	.65	73	.33	43	.10	3.37	VS
5. I did highly indorse MLM and blended with online zoom meeting class when needed specially during monitoring and evaluating and or assessment period.	142	1.62	89	.82	96	.66	62	.28	36	.08	3.46	VS
Average (Awtm)											**3.63**	**VS**

Table 2.d.4 displays the Students' Assessment on their Perception on the Use of Modules. Indicators 1 (3.86), 2 (3.64), 3 (3.83), 4 (3.37), 5 (3.46): all Very Satisfactory. This stage Awtm is 3.63 – Very Satisfactory (VS).

Students assessed the empowerment of the parents to get, return the modules; including follow up of their children's school performance and records; its convenience as health safety learning modality; its advantage to help parents home chores and income augmentation, getting better grades than regular face to face in school; indorsing blended learning modality with online zoom meeting class, Very Satisfactory (VS). Students indeed benefited the sacrifice of their parents as para teachers; their teachers crucial work of checking alone all their modules; and the principals/school heads who had tried both ends met just to sustain the continuity of the learners at homeschooling with the printed modules; and the DepEd for their provision of different learning podia; which learning institutions adopted on their own free will and capacity. Uncertain of the quality learning outcomes, the determination of the DepEd in the Sulong Edukalidad Program, through modular learning modality in the district under study was successful.

Khan, M., et.al (2021) investigation of Bangladesh schooling state on COVID-19, figured out in general, too chaotic. Results nailed down the usual normal schooling, hence, its government accelerated remote distance learning.

To solve the problems in Higher Education courses, its Ministry of Education has started the digital learning that strongly bond teachers and learners. Since then, Bangladesh widely introduced online schooling. It has also encountered some unintended situations as: households without single mobile; computer/tablet; internet access.

To address mental health issues, a survey was conducted in May 6-12,

2020 to students enrolled in different colleges. A straightforward survey e-questionnaire gathered a figure of 392 (82.4%): depression; 389 (87.7%):anxiety; 24.8%: retardation while over 30% routinely exercised (https://journals.plos.org).

Researchers indorsed the following in favor of students: more lenient approach; reduce assignments and home tasks; modify educational institutions' policy to reduce stress: safe, fun learning strategies and appropriate knowledge input during pandemic. The researchers concluded that despite challenges, Bangladesh government employed classes online commendably. They stressed that students and teachers must be supported surpass the difficulties of the learning podium. They commended too self-motivated students who are the focus of all the endeavors of their government and stakeholders.

3. Bases for Intervention Measure: Problems Encountered

Table 3 exhibits the 3-column presentation of the problem indicators validated by the principals, teachers and parents in their assessment in Table 2. Column 1 includes the validated problems from among the five indicators per stage. Column 2 represents the rating (twm), and column 3 equates the rank of the problem indicators.

Indicators 3 (rank 1) and 4 (rank 2) are the problems of the Principals on the implementation of the MLM during COVID 19 lockdown homeschooling. It can

Table 3 Problems Encountered

Problems	Rating (twm)	Rank
A. Production and Preparation of the Modules (Principals/School Heads)		
3. Economical for administration.	3.20	2
4. Needs met based on standards and flowed smoothly.	3.00	1
B. Distributions of Modules (Teachers)		
1. Teachers executed timely documentation of the distribution of the modules. (Options in this item: for this indicator only: 1. Always 2. Often 3. Sometimes 4. Rarely 5. Never)	2.46	1
4. All parents observed IATF-EID protocols: got their children's module in school, wore masks, observed physical distancing, and went home at once after concerns were done in school.	3.31	3
5. Distributions of the modules were logical and in order, observed standard break and was smooth flowing.	3.22	2

C. Monitoring of Actual Use of the Modules (Teachers)		
1. Teachers were inhibited to monitor actual students' performance at home base due to strict health protocols during lockdowns but reached them by school FM Radio and School Guards as medium of information.	3.17	1
2. School ICT and chat group conveyed information to community and learners.	3.45	3
5. School ICT and chat group conveyed information to community and learners.	3.29	2
D. Retrieval of the Modules (Teachers)		
3. Modules were neatly returned for use of the other group who waited when they passed	2.37	1
4. Complete modules were returned with outputs done.	2.45	2
5. Rules in the retrieval of the modules and outputs were understood, followed.	3.20	3
E. Checking of the Modules (Teachers)		
2. Teachers requested the parents to permit their children help them check their children's module outputs.	2.37	1
4. Parents permitted their children help teachers check their children's module outputs	2.45	2
5. Modules retrieved and outputs checked were properly banked in school.	3.20	3
F. Evaluation and Grading of Modules Outputs (Teachers)		
1. In SY 2020-2021, evaluation was only confined on what the modules provided and the grading relied on what the students performed in the module without actual base performance documentation of the teachers	2.41	1
3. With the modules from the DepEd; where key to correct answers to activities and tests after every lesson, learners were spoon fed; and therefore, trusting on the module's students' outputs performance as the base ground for grading was not reliable; hence, self-made teacher standardized evaluation tools were applied.	3.06	3
4. Interventions at home base projects were given.	2.99	2
G. Distribution of the Modules (Parents)		
1. Teachers executed timely documentation of the distribution of the modules. (Options in this item: for this	2.26	1

indicator only: 1. Always 2. Often 3. Sometimes 4. Rarely 5. Never		
2. Teachers and parents belonging to the executive department of IATF-EID observed strict protocols as in no.4.	2.83	3
4. All parents observed IATF-EID protocols: got their children's module in school, wore masks, observed physical distancing, and went home at once after concerns were done in school.	2.70	2
H. Actual Use of the Modules (Parents)		
2. They were able to rest once they were tired; then went back working with the module at their own pace.	2.89	1
4. Parents were in stress, worry free state for the safety of their children.	3.22	2
1. More of advantage to students because they were able to go back anytime to lessons, they didn't understand in one sit reading. They were able to review their answers many times.	3.26	3
I. Checking of Modules (Students)		
2. Teachers requested the parents to permit their children help them check their children's module outputs.	3.12	2
4. Parents permitted their children help teachers check their children's module outputs	2.90	1
J. Perception of Students on Modular Learning Modality		
4. I performed better in MLM than face to face. I had good grades with MLM.	3.37	1
5. I performed better in MLM than face to face. I had good grades with MLM.	3.46	2

be noted that the students' utilization of the modules and their perception in using them are out of the problem range, hence, they are not included in Table 3 except indicators 4 and 5 under Perception of Students in Using the Modules; and indicators 2 and 4 in Checking the Modules. All the rests are problem indicators of the teachers under letters B to F and those for parents below G-H in Column1.

A. Production and Preparation of the Modules (Principals/School Heads)

Since there was a shortage of funds for the reproduction of the printed modules, it did not allocate the ideal 1:1 ratio (student per module). Hence, the basic need was not met and did not go smoothly. Table 1.a, probed this issue and discussed how this problem be addressed.

A School Head-Respondent scribed:

> *Due to budget insufficiency, a two-way scheme was*
> *implemented in matter of module distribution to students.*

Another Principal has documented:

> *During Pandemic with the utilization of MLM especially*
> *the modular printed, the quality of education was*
> *compromised.*

The major output of this research gives hope for solving the experienced problems along module reproduction issue in addition to discussion in Table 2.a.

B. Distributions of Modules (Teachers)

Teachers timely execution of the distribution of the printed modules became the top rank problem district wide. Since two (2) schools are situated in the far-flung barangays of the district, and some residences are quite a distance from the school, this stage in learning delivery of modules became the 2nd rank problem. Parents living in far flung remote areas were not able to get the modules on time. Parents not being able to comply the standard protocols of the IATF-EID became the 3rd problem of the teachers during this stage.

A Teacher-Respondent wrote:

> *Proper distribution and retrieval of modules are*
> *essential in   the conduct of modular distancing learning.*

Aytac, T. (2020) who investigated the problems and opinions of school administrators during COVID-19 recommended that school administrators' leadership and technological crisis management skills to help teachers address the same difficulty along distribution of learning materials.

With the Barangay ICT and digitalization of the library that is now being slowly taken step, the district is seen ready for smooth flow of the distribution of MLM when another homeschooling happens.

C. Monitoring of Actual Use of the Modules (Teachers)

Due to the strict protocols of the IATF-EID, no teachers were allowed to home visit for follow up of the students in person and vice-versa. This became the very problem of the teachers as far as safeguarding quality performance was concerned.

A School Head Teacher of School D Representative exposed:

> *The household partners lacked knowledge and skills in the*
> *transfer of knowledge from SLMs to learners. The learners*
> *lacked foundation competencies in performing*
> *developmental learning tasks appropriate to higher*
> *order knowledge and skills.*

Two (2) Teachers of School A wrote:

> *Giving immediate feedback is hard.*
> *Monitoring the performance of a large number of*
> *students can be time consuming specially on checking*
> *of activities outputs.*

UNICEF (2023) published: *Education in a Post-COVID World: Towards a RAPID Transformation* in response to the urgency of recovering education, UNICEF, UNESCO, USAID, the Bill and Melinda Gates Foundation, the United Kingdom's Foreign Commonwealth and Development Office, and the World Bank introduced the RAPID framework for Learning Recovery and Acceleration. This framework encapsulated five key actions to recover learning: Reach every child and keep them in school; Assess learning levels regularly; Prioritize teaching the fundamentals; Increase the efficiency of instruction, including through catch-up learning; and develop psychosocial health and well-being.

The vitality of this relevant UNICEF instruction to the problems on the actual monitoring of the teachers during health crisis, and the intervention on this post COVID era is more of power, advisor legal document that is globally scientifically processed through UNICEF, that takes care of children's welfare worldwide. Being knowledgeable to its policies, and program, endorsements, makes any learning institution adhering to such, a standardized, lawful, research base foundation and well-coordinated school organization.

D. Retrieval of the Modules (Teachers)

Due to I:2 scheme of module distribution, neatness of the modules during retrieval was the top rank problem; incomplete modules passed and not adhering to the rules on retrieval consequently turned problems.

A Head Teacher attested:

> *In Junior High School, (JHS), module ratio is 1:2, by batch module distribution; conflict of schedule due to lack of modules. First batch couldn't submit all the distributed modules, so, the second batch experienced the shortage of the materials.*

A Master Teacher also witnessed:

> *Because there were two (2) students used the modules by batch, neatness of the modules was not controlled by one hand. And since not everyone can't pass on time, retrieval for the next batch utilization arose that caused delay in the retrieval of the students' modules, outputs. When pressured to pass on a time bound, some passed without answers.*

Yates, A.& Starkey, L. (2021) of New Zealand's investigation on senior school students' learning experience of learning from school closures during COVID-19 pandemic revealed that a variety of learning activities, feedback on learning, positive social interaction and effective use of technology supported students. The major hindrances were less motivation and daily structure. Greater flexibility in learning is the key experience they would like to continue.

A teacher in the district under study shared her views in an interview that one flexible scheme that can be innovated is the giving of due rewards to those who can submit tidy modules and outputs on time.

E. Checking of the Modules (Teachers)

The checking of modules was the main problem of the teachers. There was a difficulty on students' presence who during the regular face to face schooling were the ones checking their performance or test papers while being facilitated by their teachers. The strict compliance to IATF health protocols hindered teachers to mandate their learners to help.

Teachers clamored for almost the same struggle:

> *Sleeps late at night due to modules.*
> *Bulk of modules were to be checked that caused*
> *Sleeps late at night, just to beat the deadline of submitting*
> *the grades.*

Spain's investigation of Valero, J. & Verde, A. (2021) on the teaching and learning modalities in Higher Education during the pandemic, supported the presence learning in public university; since, they

are more satisfied with it more than any other modality. However, the students preferred online teaching as the second modality. The blended was favored the least. Leoste (2019) and Wang et al. (2020) have same conclusions that learning can be efficiently and qualitatively carried out with certain methods that are contextually appropriate. Thus, the present researcher studied their choices can be merged.

Learning modality can be chosen aptly without affecting education. Some teachers choose forwarding first the students answers via teachers e-mail address and giving them virtual class when checking of their answers independently. With this they believe results are more reliable and valid.

F. Evaluation and Grading of Modules (Teachers)

The major problem of the teachers in this stage was the quality grades after all learners were lifted to the next level during the closure of all schools. On SY 2020-2021, the transition of lifting without securing the competencies acquired and developed on the last quarter of 2019 when the outbreak mutated burdened the teachers how no one should be left behind does not compromised quality grades. It was even harder for them to safeguard authenticity of the given home base interventions since they can't hardly determine the students' difficulty due incorporating the key to corrections in the student's modules which the learners just copied.

A Teacher-Parent witnessed:

Providing answer key in the MLM Program enhances
students' illiteracy out of higher grades.

Another Teacher scribed:

Students did not learn a lot; became lazier; education
was made easy in MLM with answer keys.

As a Secondary High School Teacher in Canada, Michael Burton strived Stoicism that focuses on the Stoic Circle of Control of three (3) vital events that can befall an individual:1. Under control 2. some control over, and 3. no control over. Burton believed that it is irrational to fret things that one has no control over.

Answer keys provided in the digital modules and printed modules supplied by the DepEd were out of teachers control. This defeated the very purpose of the learning modules. And its irrational if the teachers would fret on it and shame themselves about it. As a Master Teacher of the STE of Science Department, Balute has warned and emphatic about the giving of answer keys to modules without the teachers' control.

G. Distribution of the Modules (Parents)

The problems seen and experienced of the parents during this stage were the same including how they were ranked. However, some unusual reasons of the parents in the far flung and coastal schools' feedback during close group discussion were noted:

Since malayo po ang bahay namin sa school, hindi ko
nakukuha ang mga modules agad-agad. Kaya medyo
nahuli din po ang pagkuha at nahuli din pong maipasa.
Kapag maulan at maalon ang dagat dahil sa hanging
amihan, hindi makuha ng mga magulang na nakatira
sa sitio na malayo sa school and modules.
(Because of the distance of our house far from school,
I cannote easily get the modules. Hence, I was behind
picking and submitting the modules.

> *When it rains and the sea is rough because of the north*
> *wind, parents who live far away can't get it in school and*
> *modules.)*

Mabeya, M. (2020) of Kenya recommended for the government to properly educate parents, teachers and learners on MDL. Bellodillo, M. et al (2022) indorsed for parents' lived experiences in modular learning modality be considered and understood for them to look for an outlet to express and hear their voices in the new learning scheme as they work and teach their children at the same time. Miguel, F. recognized parents support as main involvement in the child home schooling and parents' communication with teachers as the most vital factor in the execution of their roles.

H. Actual Use of the Modules (Parents)

Unable to rest appropriately was the top rank problem of the parents as para teachers of their children during home schooling with the modules. Their roles were stressful both as para teachers while at work, thinking for the safety of their children. They witnessed the shortage of knowledge and time in performing their children's modules.

Parents scribed their feedback:

> *Blurred copies of printed modules add stress to the*
> *students understanding the lessons.*
> *It's very hard to guide my children with their modules.*
> *They did not manage their time in doing their modules.*
> *Kapag ipapasa na doon pa lang sila gumagawa.*
> *(They start doing the module outputs when they are*
> *about to be passed).*
> *During the MLM, the children were stressed because*
> *they didn't understand well the modules without teachers'*
> *explanation.*

Cantina, J. et al (2023) investigation how satisfied the faculty, parents and students with flexible learning implementation revealed that the faculty and students were satisfied with modular learning, while the parents were dissatisfied. Dangle & Sumaoang research on the use of MDL in the Philippine secondary schools found out that 95% claimed erroneous, 75% difficult instructions with too heavy activities. They suggested improvement of MDL using such result as springboard. This implied that live experiences of the parents discovered in this study and those related researches in the RRL can become the best catalysts for building more prepared, stronger nations for the young learners of the world.

I. Checking of the Modules (Students)

Without being permitted in person for class to check and double the checking of their modules was the main problem of the students.

Students clamor noted:

> *Bulk answer sheets submitted creates confusion among*
> *the students: loss of submitted answer sheets.*
> *Some notable students feedback written:*
> *Kailangang i-recheck ang pag check ng module sapagkat*
> *minsan may mga mali, at nagiging mababa ang score.*
> *(There is a need to recheck the checking of the modules*
> *Since there are errors in the checking that caused low*

grades).

My grade is not rated correctly, I can't use time management
correctly. I was really sad because I can't get used to MLM.
We weren't graded fairly. Our answer sheets always get lost
by our teachers.
We didn't learn properly.

In the light of the experts' suggestions, to handle seen problem in the checking of students' outputs, the extracted summaries of related literature imply

best adaptation: Turkey*'s* Tosunoglu, C. et al investigation on the high school experiences with remote teaching revealed four factors affecting students: learning environment, affective, technological literacy and teaching-learning process. A systematically and effectively planned DL system be designed; necessary trainings to master online research pedagogy be provided to educators as researchers' recommendation.

Buendico, B. (2023), in his study on MDL challenges probed six (6) major themes:1.financial difficulties 2. personal concerns 3. technological apprehensions 4. peer pressures 5. health problems 6. legal issues. He recommended to school administrators to establish support for students to fix their problems at home-school through school policies, programs and projects related to MDL.

With Tosunoglu et al., reinforced by the indorsement of Buendico, the challenges of students along the checking of their outputs and answer sheets can be addressed.

J. Perception of Students on Modular Learning Modality

Performance of the students in the modules was their difficulty comparable to Regular to Face to Face. Some students disclosed and honestly expressed their feedback:

The students did not understand the lessons very well
because there was no teacher to help.
It's hard doing things and activities alone; face to face
is easier.
MLM is so hard, difficult and pressuring: I can't focus
because of the noise around; stressful, if it's deadline
but you are not done, sometimes I need to sacrifice
my sleep; it has no explanation from the teachers.
Being stressed in modules, I didn't learn properly.
Students didn't learn from the MLM without any teacher.
They need teachers to explain it.
Don't put too much pressure on students giving too much
modules to solve in a short time; always saying "take your
time but doesn't care.
For me MLM is good but I want to have face to face class
to learn more.

In consistent with the students' appeal, a Master Teacher asserted that MLM has a significant effect to the students particularly in their study habit and grasp of the lesson since learning is never guaranteed due to the absence of the teacher. American Historian Journalist, Adams (1838-1918) instilled that teachers influence affects indeed eternity.

The United Nations (UN) (2020) perceived innovative approaches in education continuity: from radio,

television to home packages. DL employed by governments and partners supporting such, including the UNESCO that mobilized UN internationally supporting Save our Future campaign to pursue the following (https://en.unesco): suppress virus transmission virus; well planned opening of classes; protect financing education and coordinate for impact; and its resiliency. UN emphasized this responsibility to gain the promised future for all.

The United Nations play its important role in the world maneuver just to bring to everyone all over the world the peace and safety addressing the catastrophe of COVID 19 pandemic lockdown risking education of the aforementioned 1.6 billion learners of 190 countries all over the world. This need imperatively, without necessity of reiteration, support and corroboration; which the present research would like to elicit as its main goal for collaboration.

Conclusions

Findings of this research drew the following conclusions:

1. The assessment level on the Implementation of the Modular Learning Modality Among the Public Secondary Schools in Sto. Domingo, Albay has a general average weighted mean of 3.35, with a Likert Scale Adjectival Interpretation (AI) of Satisfactory (S).
2. Analysis of these variables (validated issues) implied attention and proper collaborative support interventions.
3. A well rationalized Developmental Guide in Learning Modality Intervention Measure for policy consideration and implementation will address the challenges studied.

Recommendations

The researcher arrived at the following best endorsements based from the findings.

1. There is a need for the curriculum experts to improve the Modular Learning Modality and choose best human resources in the DepEd both public and private to work on it.

2. The local barangays of the school-community would best work together to corroborate on the stages of the implementation, when they can be topped best during emergencies when health and life safety is endangered.

2.1 Workshop trainings on school leadership and management during pandemic and disasters for the principals/school administrators deemed necessary; more so the teachers; LAC sessions for the parents in preparation for the same emergent disaster and others that may arise ahead.

2.2 Budget planning, preparation and allocation is preferably choice of action for the proposed major output of this study; which highly projected for policy consideration and implementation due to its research-based rationalization.

3. Once implemented, developmental study of this study's major output is desired with a tandem barangay project which will be mobilized by the school ICT and teamwork with the local barangay government education committee, the Barangay ICT. For a long-term plan, every stakeholder or any concern individual is encouraged to sponsor or find them for these big projects:

3.1 New Site for Sto. Domingo National High School (SDNHS) where the Academic Tracks be relocated, near or adjacent to the Police station site.

3.2 A school MOAE and sponsorship mobilized transport that will be roaming around the district to pick students going to school and back to end post terminal boundary of Sto. Domingo, Albay, for free.

3.3 Specialization of track in the four (4) secondary schools of the district for best focus quality outputs. Automotive and cookery tracks can be best awarded to San Fernando High School (SFHS) due to its favorable site, and human resources availability in the community, and transport accessibility.

3.4. BLISS program for all schools specially in Alimsog Integrated School and Bical High School employees definitely a need. This is to refrain employees commuting every day for school and back to their home grounds.

3.5 Establishment of the District Reading Center whose best experts will religiously monitor Reading Programs: Reading Diagnosis and Prognosis, and year end Evaluation including monitoring of student pregnancies and untimely drop outs.

3.6 Establishment of Research Center in every school of the district for a dynamic education process and improvement of the existing district research center.

3.7 Skyway to connect SDNHS, the mother school to the three (3) other schools herein studied and the future new sites to establish.

3.8 Housing for the poor families of the community where the learner's majority reside with internet community at all barangays.

3.9 Nutriban factory to supply all government schools districtwide.

3.10 Functional laboratory canteen for nutritious feeding to be managed by the most expert team within every school, represented by all concerns for check in balance whether public service is not defeated by commercial entrepreneurs.

There is no other way to turn worst system leading a country's PISA performance at the bottom, but to adopt the best school system in the world. The researcher highly endorses Shanghai China's school system, and study how Spain surpassed the bottom rank of PISA 2018 and lifted in the recent 2022 result. The researcher further sees Thailand Education free feeding for learners while teachers are with them. It is seen the best first consideration input before expecting fulfilled learning outcomes among learners. An experiential synthesis best implicates: A hungry stomach is an empty mind.

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