

The challenges of modular teaching at Datu Odin Sinsuat North district Maguindanao II Division, Philippines

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Abstract: The study aimed to identify the problems and challenges faced by educators in Datu Odin Sinsuat, North District, Maguindanao II Division, during the implementation of modular instruction, as well as potential solutions. Employing a descriptive research design, the study utilized a survey questionnaire to gather comprehensive data on the difficulties encountered by teachers when transitioning to modular learning, particularly due to the COVID-19 pandemic. Data analysis involved calculating frequency, percentage, mean, and standard deviation to interpret the responses effectively. The results clearly indicated a wide array of issues faced by teachers during the shift to modular instruction. These included concerns related to the time required for module preparation and distribution, the lack of essential technological devices such as computers, laptops, printers, and copiers, and the absence of parental guidance during the implementation of learning modules. Furthermore, teachers reported insufficient personal protective equipment (PPE) during in-person distribution and retrieval of modules, highlighting safety concerns. Respondents strongly recommended that the Department of Education (DepEd) provide teachers with adequate training in module creation and consider hiring qualified personnel to assist in this process. Additionally, teachers should be provided with comfortable and functional workspaces equipped with reliable internet access. Although the school's ICT room is designated as the production facility for modules, students should have access to mobile data loads to facilitate communication and information sharing. DepEd schools must also ensure the safety and security of teachers during the distribution and retrieval of modules, especially in the context of health protocols and safety measures.

Keywords: Engagement and interaction with both parents and pupils, Modular teaching, Preparation of modules, Production of modules, Retrieval of modules.

1. Introduction

There are 23.11 million students who enrolled in public and private schools in the Philippine Basic Education System for the 2020–2021 school year [1]. The Department of Education (DepEd) and our millions of students are facing significant challenges as a result of the early end of the school year in March 2020, the imposition of an enhanced community quarantine, and the uncertain future that the COVID-19 pandemic will bring. This sudden shift away from the classroom, the DepEd has implemented the learning modality as one of learning process of education system in the new normal so that all Filipinos can continue their learning process. The new educational system is not easy to all Filipinos since this is new in the country. As such, many had wondered whether the adoption of modular learning or online learning, as new learning modality, is effective and can continue to persist post-pandemic, and how such a shift would impact the Philippine education system. The DepEd, being a

government institution, had opted to implement a modular learning as its learning mode in the new normal.

As a result, most educators, parents, and concerned citizens had expected that this type of learning modality would be difficult, especially when switching to modular instruction. This was especially true for the entire process, which includes planning, designing, computerized encoding, printing, mass production, interacting with parents and students, and retrieving completed modules from the students.

Teachers, being the chief designer and distributor of learning modules, had encountered enormous issues and faced great challenges during the different stages of teaching modules' preparation, production, engagement and interaction with both parents and pupils, and retrieval. At present, said issues and challenges are only being tackled, responded and endured by teachers individually with no strategic responses and institutional solutions. Furthermore, a careful review of the literature reveals that no research has been done to identify the problems and difficulties teachers have while using modular teaching, as well as how to make the transition easier and more effective.

2. Review of Related Literature

Hereunder are the available literature and studies relative to this research, and in some ways that can bridge the gap in the transitioning to modular teaching, especially, the initially identified issues and challenges encountered by the teachers of Datu Odin Sinsuat, North District of Maguindanao II Division during the said various stages.

2.1. Learning Modalities

The four (4) commonly recognized learning modalities are kinesthetic, visual, auditory, and reading/writing. These are frequently mistakenly called "learning styles," which suggests that every learner has a unique "learning style" that ought to be optimized in every learning scenario. But in practice, when they learn and study, students use all of these strategies. Depending on the circumstance, a good learner will be able to apply a variety of strategies [2].

Students are naturally inclined to learn through three senses, which are referred to as learning modes in Congruence: visual (remembering concepts best when

recalling a page from a textbook or an image); aural (remembering information by listening, reading aloud, or playing music); and. tactile/kinesthetic (remembering information from touching or handling objects. While both children and adults may have preferred learning styles, most research on instructional design activities related to multiple intelligences and learning modalities has focused on children [3].

Blended learning still requires an amount of traditional classroom modality. Considering the social distancing practice in this new era, group work approaches that require interactions with close physical contacts such as formal and informal cooperative learning groups, think-pair-share, peer instruction, and jigsaw, Braume and Biel [4] might just be modified or reduced, if not eliminated, from the options of instructional methods of teaching. However, techniques that don't require as much movement or physical contact can be used more frequently. Direct instruction or modular learning approaches are one approach. Teachers are in charge of organizing, coordinating, and overseeing this kind of instruction. Lectures and demonstrations are the primary methods used to deliver teaching to students [3].

A module is a separate, self-contained unit of teaching designed to achieve particular learning goals. It is presented in a way that allows for both individual and small-group participation in the learning activities. Because it contains directions on how the various investigations will be conducted as well as a list of the materials and other resources that should be used in conjunction with the module's content, it is characterized by its self-direction. Module-based classroom training is self-paced, allowing students to complete the assignments at their own pace.

2.2. Transitioning to Modular Learning

These days, the DepEd is moving toward a modular learning approach to curriculum implementation because of the COVID-19 epidemic. A crucial educational strategy that converts conventional teaching methods to an outcome-based learning paradigm is modular learning. The idea behind modularization is to break the curriculum up into discrete, independent, non-sequential pieces or modules that are usually brief in length [5]. Additionally, a module is a work unit in a course of instruction that is essentially self-contained and a teaching approach that is founded on the accumulation of knowledge and abilities in discrete units. Therefore, a module is a compartmentalized topic that together with other subject area can constitute a grade level curriculum." Each module is a measured part of an extended learning experience leading to a specified grade level curriculum.

Teachers are expected to formatively assess students' development in a modular learning environment. Active student learning and ongoing instructor engagement, interaction, and assessment must be the cornerstones of any successful shift to modular learning. In order to improve performance, boost motivation, and accomplish the goals for which the grade-level curriculum is designed, students must be evaluated on a regular basis and parents/students must receive pertinent and timely feedback.

It goes without saying that a positive outlook on the problem and solid knowledge and expertise in the field are critical for the successful application of any fresh viewpoint. Teachers and students/parents in particular need to be fully aware of the fundamental principles, ideas, benefits, and drawbacks of the new strategy. Accordingly, the perception that the teacher and the student/parent share is crucial to the implementation of the active learning strategy [5].

However, such a shift may only occur if the teacher has a sufficient understanding of how students learn and knows what healthy learning looks like. Teachers will therefore be able to integrate active learning strategies into their lessons if they possess the necessary pedagogical and andragogical knowledge and abilities.

2.3. Teachers Preparedness

Preparedness refers to the quality of being prepared or a state of adequate preparation [6]. The aim of this research study is to measure teachers' preparedness in terms of technology competencies such as hardware and software applications knowledge, Internet skills, and online communications skills. Knowledge of hardware and software applications covers things like word processing, spreadsheets, networks, and file naming. The ability to use web browsers, search engines, websites, and open-source documents is referred to as internet skills.

Unquestionably, the COVID-19 pandemic surprised both students and educational institutions. This circumstance exposed curriculum shortcomings. Creating a set of readiness competencies as a curriculum objective is one way to close this gap. Additionally, a lot of educational systems are thinking about using responsive methods to carry out the curriculum. The majority of them are investigating the function of technology. Many institutions are moving toward a fully online or mixed learning modality in instruction as social distancing practices become a key new normal habit. It may be possible to implement the full online mode of instruction in the post-COVID-19 period. Because of the unique and unprecedented nature of the problem, people who have more education and work in occupations that allow for remote work also do better. Most of the time, it turns out to be individuals with digital talents. As a result, teaching instructors digital skills has suddenly become essential. In this sense, providing brief training sessions to enhance digital abilities can be beneficial. For people without access to technology, governments have also begun to provide low-cost computers or internet access subsidies [7]. As a result, teaching had to continue during the quarantine, albeit in a modified or novel way.

2.4. Preparation of Modules

Managing their ability to create learning that satisfies all of their training requirements is one of the largest issues facing educators today. The challenge of developing a wide range of successful educational resources that serve a diverse audience can be difficult and very expensive [8].

The teachers were not properly equipped nor trained in the designing and preparation of modules; thus, they were forced to learn on their own. Furthermore, majority of teachers do not have computer machines, and others doesn't even know how to use it to encode their design materials.

2.5. Production of Modules

According to a DepEd study on the start of classes, parents' preferred method of instruction for their kids this school year is modular learning. Materials under modular learning might be either digital or physical. Teachers are complaining about a "myriad of issues" with the modular learning preparations, which are being made worse by the current health crisis, according to complaints that the Alliance of Concerned Teachers (ACT) Philippines has received. ACT Secretary General Raymond Basilio stated, "Reports indicate that schools that have started reproducing modules print modules that were created by schools and divisions because the promised material from the Central Office (CO) remains unavailable." "Neither had these materials been vetted by DepEd CO." Basilio also pointed out that "reproduction cost is also a big problem as schools were forced to find ways to raise funds in so short a time." ACT alleged that schools resort to soliciting private donations and maximizing teachers' personal printers just to jumpstart the reproduction of modules [9].

The teachers experienced inadequacy of supplies and materials during the production period, considering its allowable short period of time. Supplies and materials such as: bond paper; computer printer; computer inks; and machine copier. Teachers lack resources for reproduction and delivery of modules. Sometimes, the printer is not functioning well. In worst case, sometimes there's no electricity. Therefore, they experience difficulty in printing and mass production of modules [10].

2.6. Engagement and Interaction with both Parents and Students

The teachers experience difficulties on the answering of queries done by the learners and parents/guardians in terms of maintaining an active mobile phone-based communication line. In addition, majority of parents/guardians are complaining because they find it difficult to follow the instruction, hence, they cannot properly guide their child. Moreover, some parents/guardian confessed that they are illiterate, hence, they can do nothing to guide their children in their modular learning [10].

2.7. Retrieval of Modules

The teachers' difficulties and challenges on the retrieval stage are the on-time submission of answered Learning Modules. This delay is caused by the immediately presiding problem. In addition, the absence of supply and limited availability of Personal Protection Equipment (PPE) during the early engagement in this stage was also an experience issue/challenge by the teachers. Furthermore, other major challenges experienced by the teacher, of course, would be the distance of the houses of these learners and the kind of road that they have to pass through, some have to cross rivers [11].

3. Methods

The descriptive approach of research was used in this study. Descriptive research design was the best design to provide answer to question raised in the study which is to determine the underlying issues and the extent of challenges encountered in transitioning to modular teaching by the teachers of DOS North District, Maguindanao II Division. The study was conducted at Datu Odin Sinsuat North District, Maguindanao II Division. District is located at the municipality of Datu Odin Sinsuat, province of Maguindanao. The Datu Odin Sinsuat North District is consisting of seventeen (17) elementary school with a total teaching staff of two hundred ten (210). Furthermore, these seventeen (17) elementary schools are consisting of three big schools with around one hundred forty-three (143) teaching personnel, eleven (11) medium schools, and three (3) small schools. The respondents of this study were one hundred (100) teaching staff assigned from Kinder-II up to Grade-VI level randomly selected from the aforementioned three (3) big schools of DOS North District, Maguindanao II Division

with total teaching personnel of one hundred forty-three (143) during the school year 2020-2021. As such, the following are the proportional distribution of respondents per school: Broce Central School has thirty-five (35) respondents; Tenorio Elementary School has thirty-four (34) respondents; and, Camp Sionco Elementary School has thirty-one (31) respondents. Moreover, the collected numbers of individually filled-up questionnaires from these said respondents are one hundred (100%) percent. To get information from the respondents, the researcher used a survey questionnaire. The mean and standard deviation were the statistical tools used to interpret the data.

4. Results and Discussion

The result of the study was focused on issues and challenges encountered during the transitioning to modular learning and suggestions to address the Issues and Challenges in the Transitioning to Modular Learning.

Table 1.

Mean Distribution of An Issues and Challenges Encountered during the Transitioning to Modular Learning in terms of Preparation of Modules.

Statements	Mean	S.D.	Description
1. Relevant training of teachers required in preparation of learning modules.	2.38	0.89	An Issue/Challenge
2. Technical capability of teachers required in the preparation of learning modules.	2.23	0.86	Somewhat an Issue/Challenge
3. Duration of the preparation and module distribution.	2.40	0.89	An Issue/Challenge
4. Availability of man power in the preparation and distribution of learning modules.	1.98	0.81	Somewhat an Issue/Challenge
5. Availability of facilities, equipment, with internet connectivity for the preparation of learning modules.	2.14	0.84	Somewhat an Issue/Challenge
Total	2.23	0.86	Somewhat an Issue/Challenge

Table 1 presents the 100 respondents' response on issues and challenges encountered during the transition to Modular Learning according to Preparation of Modules. The result revealed that statement no. 3. Duration of the preparation and module distribution got the highest mean of 2.40 and standard deviation of .89 assessed as "An Issue/Challenge." This implies that teacher's preparedness competencies undeniably caught off guard due to COVID 19 pandemic. The insufficiency of teachers' professional development and regular retooling through trainings and seminars put them in this predicament. In addition, the fast spreading of pandemic, DepEd were not able to mobilize and response immediately to design and provide relevant trainings for teachers in the preparation of learning modules. Crowe [8] stipulates that one of the biggest challenge teachers have today is managing their capacity to produce learning that meets all of the training needs. Moreover, Fashi, et al. [7] stipulate that equipping teacher with digital skills has suddenly become a critical need.

The statement no. 4. Availability of man power in the preparation and distribution of learning modules got the lowest mean of 1.98 and standard deviation of .81 assessed as "Somewhat an Issue/Challenge." This implies that the availability of man power in the preparation and distribution of learning modules, though there is a restriction of movements being implemented, however, frontliners (to include teachers) were being exempted, hence, the teachers needed in the preparation and distribution are always be made available.

Table 2.

Mean Distribution an Issues and Challenges Encountered during the Transitioning to Modular Learning in terms of Production of Modules.

Statements	Mean	S.d.	Description
1. Availability of computer/laptop, printers, machine copiers.	2.25	0.87	Somewhat an Issue/Challenge
2. Availability of man power to assist and facilitate in the production of modules.	1.86	0.79	Somewhat an Issue/Challenge
3. Availability of facilities for the production of learning modules.	1.76	0.77	Somewhat an Issue/Challenge
4. Availability of supplies and materials needed in the production of modules.	2.15	0.85	Somewhat an Issue/Challenge
5. Availability of supplies of personal proactive equipment.	2.05	0.83	Somewhat an Issue/Challenge
Total	2.01	0.82	Somewhat an Issue/ Challenge

The preparation of modules has a total mean of 2.23 and standard deviation of .86 assessed as “Somewhat an Issue/Challenge.”

Table 2 presents the 100 respondents’ response on Issues and Challenges encountered during the transition to Modular Learning in terms of production of modules. The result revealed that statement no. 1. Availability of computer/laptop, printers, machine copiers got the highest mean of 2.25 and standard deviation of .87 assessed as “Somewhat an Issue/Challenge.” This means respondents agreed that Availability of computer/laptop, printers, machine copiers somewhat an issue or challenge to them during the transition of modular learning. This was greatly caused by the devastating effect of the worldwide spread of COVID 19 pandemic that causes the decrease of commodity flow, of which, essential equipment, supplies and materials requisites for the production and distribution of modules greatly depend. The Alliance of Concerned Teachers (ACT) Secretary General Basilio [12] noted that “reproduction cost is also a big problem as schools were forced to find ways to raise funds in so short a time.” ACT claimed that schools turn to private donations and make the most of teachers’ personal printers in order to jumpstart the reproduction of modules. This supports Hernando-Malipot [9] report that schools have started reproducing and printing modules that were developed by schools and divisions, as the promised material from the Central Office remains unavailable.

The statement number 3 refer to the “availability of facilities for the production of learning modules” got the lowest mean of 1.76 and standard deviation of .77 assessed as “Somewhat an Issue/Challenge.” This data revealed that respondents believed and justified that availability of facilities for the production of learning modules also somewhat an issue or challenge to them during the transition of modular learning.

This was due to the fact that at the first stage of production, there was no facility identified to be utilized for this purpose, hence, it was perceived as somewhat an issue/challenge. Nevertheless, the problems and difficulties related to this were also lessened and eventually eliminated when the school's Information and Communication Technology (ICT) room was designated as the production facility.

Whence, Table 2. Mean Distribution and Standard Deviation on Production of Modules has a total mean of 2.01 and standard deviation of .82 assessed as “Somewhat an Issue/Challenge.”

Table 3.

Mean Distribution of An Issues and Challenges Encountered during the Transitioning to Modular Learning in terms of Engagement /Interaction of Teacher, Parents and Students.

Statements	Mean	S.D.	Description
1. Teacher's communication and monitoring mechanism in the use of pupils learning modules.	2.16	0.85	Somewhat an Issue/Challenge
2. Parents participation and preparation in the implementation of the use of the pupils learning module.	2.25	0.87	Somewhat an Issue/Challenge
3. Time Frame given to pupils to do the activities in the learning modules.	2.11	0.84	Somewhat an Issue/Challenge
4. Home provisions, like conducive study area/space, table and the like where pupils do the modular learning.	1.89	0.79	Somewhat an Issue/Challenge
5. The guidance and assistance of parents during the administration of educational modules.	2.28	0.87	Somewhat an Issue/Challenge
Total	2.14	0.84	Somewhat an Issue/ Challenge

Table 3 presents the 100 respondents' response on issues and challenges encountered during the transition to Modular Learning according to engagement/interaction of teachers, parents and students. The result revealed that statement number 5 refer to "Parents mentoring support during the conduct of learning modules" got the highest mean of 2.28 and standard deviation of .87 assessed as "Somewhat an Issue/Challenge." The data indicates that respondents agreed and justified that Parents mentoring support during the conduct of learning modules was somewhat an issue or challenge because there were some parents who were not educated and some were busy in their work. This affirms the study conducted by Dangle and Sumaoang [10]. They stated that majority of parents/guardians are complaining because they find it difficult to follow the instruction, hence, they cannot properly guide their child.

The statement number 4 refer to "Home provisions, like conducive study area/space, table and the like where pupils do the modular learning" got the lowest mean of 1.89 and standard deviation of .79 assessed as "Somewhat an Issue/Challenge." Moreover, some parents/guardian confessed that they are illiterate, hence, they can do nothing to guide their children in their modular learning. Furthermore, other parents/guardians are concerned about the challenges that modular learning has brought for them and their children. Due to the likelihood of module filing, any problems with the requirements could cause the child to miss out on learning; this is particularly difficult when there are multiple school-age children in a family [13].

"Parents also mentioned how they have had to take care of homework more than ever, including explaining worksheets and other tasks," according to Bhamani, et al. [13]. Students may be reluctant to ask questions on the teacher-provided mobile phone or social media account, so all questions are directed at parents, some of whom have their own work to do from home. Furthermore, despite the fact that educators made their mobile numbers and social media accounts available to actively respond to questions, clarify things, and offer advice to students and their parents/guardians, however, signal and connectivity are intermittent and oftentimes not available to some learners, parents/guardians; and maintaining an active mobile phone-based communication line is somewhat expensive for both teachers and parents/guardians.

On the other hand, the lowest is statement no. 4. Home provisions, like conducive study area/space, table and the like where pupils do the modular learning with lowest mean of 1.89 assessed also as "Somewhat an Issue/Challenge." Conducive study area/space, table and the like were always present in their home. Children uses their dining table and chair as study table and space, others were provided with study tables, and others uses their living room as their study area.

Whence, Table 3. Mean Distribution on Production of Mod Engagement /Interaction of Teacher, Parents and Students has a total mean of 2.14 and standard deviation of .84 assessed as "Somewhat an Issue/Challenge."

Table 4.
Mean Distribution on Distribution and Retrieval of Modules.

STATEMENTS	MEAN	SD	DESCRIPTION
1. Adequate personal protection equipment of educators during the face-to-face module distribution and retrieval.	2.10	0.84	Somewhat an Issue/Challenge
2. Schools' assistance with financial enhancement throughout the distribution and retrieval of educational materials.	1.68	0.75	Somewhat an Issue/Challenge
3. Communication and information dissemination to parents during the distribution and retrieval of the learning modules.	2.03	0.82	Somewhat an Issue/Challenge
4. Pupils distance of houses and the kind of road to pass through during the distribution and retrieval of learning modules.	2.03	0.82	Somewhat an Issue/Challenge
5. Local government entities and assurance from DepEd to the security and safety procedures for teachers while distributing and retrieving modules for learning.	2.03	0.82	Somewhat an Issue/Challenge
Total	1.97	0.81	Somewhat an Issue/ Challenge

Table 4 presents the 100 respondents' response on issues and challenges encountered during the transition to Modular Learning according to distribution and retrieval of modules. The result revealed that statement number 1 refer to "Sufficient personal protective equipment of teachers during the face-to-face distribution and retrieval of modules" got the highest mean of 2.10 and standard deviation of .84 assessed as "Somewhat an Issue or challenge." The data shows that respondents admitted that sufficient personal protective equipment of teachers during the face-to-face distribution and retrieval of modules somewhat an issue or challenge. In support to the data the DepEd Order No. 014 Series of 2020 [14] also known as Guidelines on the Required Health Standards in Basic Education Offices and Schools, specifically on item no. 6, letter d, it states that "Responsibility use and manage safety, hygiene, and sanitary resources provided by the agency." Furthermore, the absence of supply and limited availability of Personal Protection Equipment (PPE) during the early engagement in this stage was an experience issue/challenge by the teachers. This predicament was greatly caused by the devastating effect of the worldwide spread of COVID 19 pandemic that causes the drastic decrease of commodity flow.

The statement number 2 refer to "Schools' support in aiding financial augmentation during the distribution and retrieval of learning modules" got the lowest mean of 1.68 and standard deviation of .75 assessed as "Somewhat an Issue/Challenge." The teachers of the concerned schools thought that there is still a need for them to distribute and retrieve the learning materials to the learner's households. "... guidelines on the release, utilization and liquidation of support funds for the printing, delivery of self-learning modules and other learning resources," according to item no. 2 of DepEd Order No. 018 Series of 2020 [15] Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan. Thence, upon clarification, the need for personal delivery and retrieval of modules will not be implemented, considering that the location of schools as distribution and retrieval point are accessible enough for parents/guardians to fetch and return the learning modules. Whence, Table 4. Mean Distribution and Standard Deviation on Retrieval of Modules has a total mean of 1.97 and standard deviation of .81 assessed as "Somewhat an Issue/Challenge."

Table 5.

Mean Distribution of on Suggestions to Address the Issues and Challenges encountered in the Transition of Modular Learning in terms of Preparation of Module.

STATEMENTS	MEAN	SD	DESCRIPTION
1. The Department of Education offers enough instruction for educators regarding the module creating.	2.69	0.95	Highly Suggested
2. Engage educators who possess the potential to create or prepare modules.	2.69	0.95	Highly Suggested
3. Provide enough time to prepare the learning modules.	2.61	0.93	Highly Suggested
4. Provide additional budget allowance to those who are assigned to do and prepare the learning modules.	2.64	0.94	Highly Suggested
5. Provide all necessary resources, equipment and facility in the preparation of learning.	2.64	0.94	Highly Suggested
Total	2.65	0.95	Highly Suggested

Table 5 presents the 100 respondents' response on suggestions to address the issues and challenges encountered in the transition of modular learning. "Department of Education provides sufficient training to teachers with regard to module making" and "Top teachers who have the capability to prepare/make modules" received the highest identical mean of 2.69 and standard deviation of .95, respectively, and were deemed "Highly Suggested" according to the results. The data revealed that respondents highly suggested that Department of Education provides sufficient training to teachers with regards to module making and top teachers who have the capability to prepare or make modules. The result conform to the study conducted by Crowe [8] he stipulates that the biggest challenges teachers have today is the professional preparedness, and that the struggle to create a wide variety of effective learning materials that cater to a broad range can be a daunting. Hence, continuous professional development to keep abreast teachers on new teaching techniques, styles and tips, and to improve their own teaching competencies [16] is a must. The district or school must initiate or conduct professional development necessary for them to meet goals and take initiative on enhancing knowledge and skills of their human resource (teaching staff) to better serve their pupils. In addition, the school must have the regular update on their roster list of their training participants on the specific capability enhancement program they implemented/participated, and regular updating of list on educational level of attainment for easy identification and proper assignment of competent teacher on specific task. Furthermore, as to the third statement, this implies that the lack of training preparation on the formulation of modules, aggravated by the unclear scheduling on the opening of classes which was scheduled on August 24, 2020 [17] leads to the confusion and cramming of teachers, but was later amended. DepEd Order No. 030 Series of 2020 [18] leads this statement no. 3. Provide enough time to prepare the learning modules to be assessed also as "Highly Suggested."

Table 6.

Mean Distribution of Suggestions to Address the Issues and Challenges encountered in the Transition of Modular Learning in terms Production of Modules.

Statements	Mean	Sd	Description
1. The DepEd provides equipment and facility to be used in the production of learning modules.	2.71	0.95	Highly Suggested
2. Teachers need to have access to useful and a comfortable workspace with internet communication.	2.75	0.96	Highly Suggested
3. The schools provides enough supplies and materials for the production of learning modules.	2.58	0.93	Highly Suggested
4. Teachers must be provided with complete personal protective equipment during the production of learning modules.	2.65	0.94	Highly Suggested
5. Teachers must be provided with food provision during the production of learning modules.	2.33	0.88	Suggested
Total	2.65	0.95	Highly Suggested

Table 6 presents the 100 respondents' response on suggestions to address the issues and challenges encountered in the transition of modular learning in terms of production of modules. The results showed that respondents strongly suggested that the Department of Education provides adequate training to teachers regarding the creation of modules and that teachers must be given a functional and conducive working area with internet connectivity during the transition to modular learning. Statements 1 and 2, which refer to "Department of Education provides sufficient training to teachers with regard to module making" and "Teachers must be provided with functional and conducive working area with internet connectivity," received the highest mean of 2.75 and standard deviation of .96, which is classified as "Highly Suggested." The data conform to the study conducted by Crowe [8] he stipulates that the biggest challenges teachers have today is the professional preparedness, and that the struggle to create a wide variety of effective learning materials that cater to a broad range can be a daunting. Hence, continuous professional development to keep abreast teachers on new teaching techniques, styles and tips, and to improve their own teaching competencies [16] is a must. The district or school must initiate or conduct professional development necessary for them to meet goals and take initiative on enhancing knowledge and skills of their human resource (teaching staff) to better serve their pupils.

Table 7.

Mean of suggestions to address the issues and challenges encountered in the transition of modular learning in terms of engagement/interaction of teachers, parents, and students.

Statements	Mean	S.d.	Description
1. Students shall be provided with data mobile loads allowance for communication and information dissemination.	2.77	0.96	Highly Suggested
2. Teacher/parent, Teacher/Pupil linking engagement through once-a-week monitoring activity.	2.61	0.93	Highly Suggested
3. Pupils shall be given sufficient time to complete and submit the learning modules.	2.61	0.93	Highly Suggested
4. Parents shall provide conducive study area/space, table and the like where pupils do the modular learning.	2.62	0.93	Highly Suggested
5. Teachers mentoring support to parents in guiding pupils learning modules work completion.	2.60	0.93	Highly Suggested
Total	2.64	0.94	Highly Suggested

In addition, the school must have the regular update on their roster list of their training participants on the specific capability enhancement program they implemented/participated, and regular updating of list on educational level of attainment for easy identification and proper assignment of competent teacher on specific task. Furthermore, as to the third statement, this implies that the lack of training preparation on the formulation of modules, aggravated by the unclear scheduling on the opening of classes which was scheduled on August 24, 2020 [17] leads to the confusion and cramming of teachers, but was later amended [18] leads this statement no. 3. Provide enough time to prepare the learning modules to be assessed also as "Highly Suggested."

Table 7 presents the 100 respondents' response on suggestions to address the issues and challenges encountered in the transition of modular learning according to engagement/interaction of teachers, parents and students. The findings showed that, while statement number 5, which refers to "Teachers mentoring support to parents in guiding pupils learning modules work completion," has the lowest mean of 2.60 and is also deemed "Highly Suggested," statement number 1, which states that "students shall be provided with data mobile loads allowance for communication and information dissemination," had the highest mean of 2.77 and standard deviation of .96. The data implies that respondents highly suggested that school extend help in providing with data mobile loads allowance for communication and information dissemination among students. Likewise, the teachers will extend help in giving a mentoring support to parents in guiding their children's learning especially on completion of activities reflected in the modules. As to the first statement, the Department of Education has previous issuance

on the use of Postpaid Line and Prepaid Loads [19] which allows only the School Heads/Principals and Assistant Principals nationwide.

However, considering this technological divide, most countries around the world are also using television and/or radio-based programs to implement distance education [20] the Department of Education of the Philippines utilizes these platforms to implement the modular learning, and uses local radio stations for updates and regular information dissemination in their respective localities. Furthermore, to bridge this gap, teachers, on their own strategy and personal expenses, utilizes and maintain social media platform and create a group chat for teacher-parents-students as interactive communication line and information dissemination. As to the second statement, the availability of the said group chat and the disseminated mobile number of teachers bridge the gap on teachers' mentoring support to parents in guiding pupils learning modules work completion.

Table 8.

Mean of suggestions to address the issues and challenges encountered in the transition of modular learning in terms on distribution and retrieval of modules.

Statements	Mean	S.D.	Description
1. DepEd schools must supply enough teachers personal protective equipment during the face to face distribution and retrieval of modules.	2.74	0.96	Highly Suggested
2. The school offers assistance with financial and enhancement throughout the distribution and retrieval of educational materials.	2.70	0.95	Highly Suggested
3. Teachers must inform and communicate. parents the time frame for the schedule dissemination and recovery of the knowledge modules utilizing the phone, text messaging, and radio transmission.	2.65	0.94	Highly Suggested
4. Local Barangay Officials and the PNP shall assist teachers in the distribution and retrieval of the learning modules.	2.24	0.86	Suggested
5. DepEd educational institutions will guarantee teachers' security and safety procedures during learning distribution and retrieval modules.	2.81	0.97	Highly Suggested
Total	2.63	0.94	Highly Suggested

Table 8 presents the opinions of the 100 respondents regarding solutions to the problems and difficulties that arose during the shift to modular learning with regard to module distribution and retrieval. With the highest mean of 2.81 and standard deviation of 0.97, the result indicated that statement number 5, which refers to "DepEd schools shall provide assurance to teachers' safety and security protocol during the distribution and retrieval of learning modules," was deemed "Highly Suggested." The data presents that respondents were highly suggested that in distribution and retrieval of modules the DepEd schools shall provide assurance to teachers' safety and security protocol during the distribution and retrieval of learning modules. The support the DepEd Order No. 014 Series of 2020 [14] Guidelines on the Required Health Standards in Basic Education Offices and Schools. However, proper observance and strong implementation of said DepEd Order must be maintained. On the second statement, this was due to the situation of none convening and activation of their respective local school board [21]. However, in order to address this issue, the DILG issued a Memorandum on Support to Oplan Balik Eskwela 2020 [22] which urged all LGUs to help with enrollment activities, such as providing a kiosk or center in the barangay for the distribution and collection of enrollment forms of students in public schools in their respective areas; and helping schools under their jurisdiction deliver and collect printed modules from the homes of the students [21].

5. Conclusion

The researchers concluded that during the transitioning to modular teaching, the teachers of Datu Odin Sinsuat, North District, Maguindanao II Division encountered issues/challenges on the following

stages: that on the preparation of modules, the teachers encountered issue/challenge on the time frame for the preparation and distribution of modules; that on the Production of Modules, the teachers encountered issue/challenge on the unavailability of computer/laptop, printer, and machine copier. This was largely due to the devastating effects of the global COVID-19 pandemic, which caused the flow of commodities to decrease. Of these, the necessary equipment, supplies, and materials (such as computers, printers, inks, bond papers, public utility vehicles, distribution services, etc.) for the production and distribution of modules depended heavily on the engagement and interaction of teachers, parents, and students. Teachers also faced challenges and issues regarding the mentoring support of parents during the conduct of learning modules, as well as the lack of personal protective equipment during the face-to-face distribution and retrieval of modules.

Furthermore, the researchers came to the conclusion that in order to address the issues and challenges mentioned above, the teachers of Datu Odin Sinsuat, North District, Maguindanao II Division, proposed the following solutions during the transition to modular teaching: that for the preparation of modules, the teachers strongly recommended that the Department of Education give teachers adequate training in module creation and hire teachers who possess the necessary skills; that for the production of modules, the teachers strongly recommended that they be given a functional and comfortable workspace with internet access. Despite the fact that the school's information and communication technology (ICT) room has been designated as its production facility, teachers strongly recommended that students be given data mobile loads for communication and information dissemination. Additionally, teachers strongly recommended that DepEd schools ensure teachers' safety and security protocols during the distribution and retrieval of learning modules.

6. Recommendation

Based on the forgoing, this study highly recommended that the following shall be considered and vital to be considered, addressed, and provided for the effective and efficient delivery of their public services during this time of COVID 19 pandemic:

1. The Ministry of Basic Higher and Technical Education – BARMM, through the D.O.S. North District of Maguindanao II Division, should collect, archive and safe-keep the printed learning modular materials for future reference;
2. The Ministry of Basic Higher and Technical Education – BARMM should conduct a regular annual Most Essential Learning Competencies review for teachers;
3. The Availability of man power in the preparation and distribution of learning modules should be addressed;
4. The availability of facility for the production of learning modules should be addressed;
5. The home provisions, like conducive study area/space, table and the like where pupils do the modular learning should be addressed;
6. The schools' support in aiding financial augmentation during the distribution and retrieval of learning modules should be addressed;
7. The provision of enough time to prepare the learning modules should be provided;
8. The teachers must be provided with food provision during the production of learning modules should be mandatory approved;
9. The teachers' mentoring support to parents in guiding pupils learning modules work completion should be provided; and,
10. The Local Barangay Officials and the PNP shall assist teachers in the distribution and retrieval of the learning modules should be assured.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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