



CHALLENGES ENCOUNTERED IN MODULAR LEARNING: ENHANCING TEACHERS' CAPABILITY IN DISTANCE LEARNING MODALITY

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Challenges Encountered in Modular Learning: Enhancing Teachers' Capability in Distance Learning Modality

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Abstract

Distance learning utilizing modules in print is one of the remedies the Department of Education embraced in its quest to continue education despite the health threat, especially to learners who cannot access other learning modalities. Modular in print is an activity packed with varied tasks and activities developed by teachers following the most essential learning competencies. This study examines teachers' challenges in implementing modular learning as the basis for teachers' capability building. The participants are the teachers of Guipos National High School in Guipos District, Zamboanga del Sur Division, for the School Year 2020-2021. The collection of data for this study is through the qualitative method. Data gathered from the interview was interpreted using thematic analysis. Emerging themes were the following: the experience is challenging since this is a sudden shift from face-to-face learning, modules are not returned on time, and simplify the activities in the modules. The major challenge posed by the participants of this study is that the students returned the modules without answers. The finding signifies that the capacity building on the utilization of learning activity sheets has helped teachers overcome the challenges in modular learning. With this, it is suggested that teachers apply differentiated and simplified learning activity sheets that suit the learners' multiple intelligence alongside Radio-based Instruction, Television-based Instructions, and video lessons accessible through YouTube channels.

Keywords: *capability building; learning modalities; MELCS; modules*

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Context and Rationale

The advent of the 2019 COVID pandemic has brought an inevitable change in the normal ways of living in the whole world. All sectors are greatly affected, including our country's educational system. Despite this, education has to continue to take its course.

In Republic Act 10533, "DepEd is mandated to protect the right access and promote equity in delivering basic education." "Accordingly, it is legally tasked to provide a learner-centered, inclusive, responsive, relevant, and contextualized K to 12 Basic Education Enhanced Basic Education Act 2013."

In accordance with its legal mandate, DepEd has promulgated issuances on adopting flexible learning and materials or the Policy Guidelines on the K to 12 Basic Education Program. It outlines Flexible Learning Options (FLOs), "which are different delivery methods and the related learning materials that are adaptable to the requirements, settings, and diversity of learners." (DepEd Order No. 21, s. 2019).

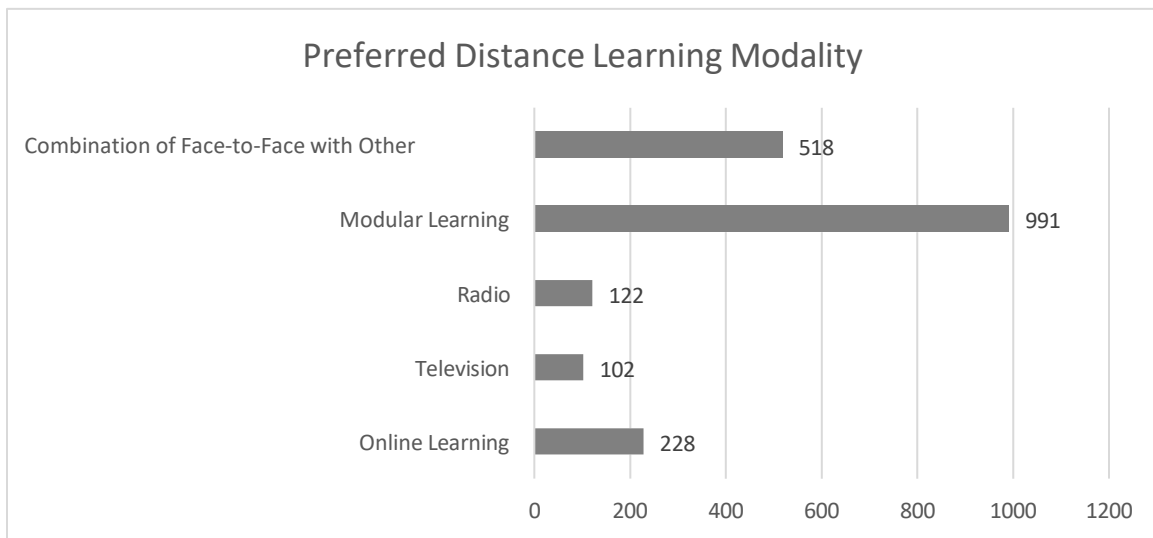
Distance learning delivery has become the new learning mode from the usual face-to-face learning, which was canceled. Schools may implement any or a combination of the modalities, whichever is applicable. The modality can either be "Distance Learning, Blended Learning, and Homeschooling" (DepEd Order No. 12, s. 2020).

In 2020, all schools were given direction to prepare plans to continue the delivery of learning despite the threat of the pandemic. This is through the issuance of a Department of Education order on the "Adoption of the Basic Education Learning Continuity Plan for the school year 2020-2021 in light of the Covid -19 Public Health Emergency." The plan contains a package of education interventions that will give an appropriate response to basic education challenges at the height of a health emergency (DepEd Order No.12, s. 2020). It provides clear guidance to all public schools to prepare and implement the plan of the different schools in support of DepEd issuances and policy guidelines to implement its mandate and how education is to be delivered in the new normal. Guipos National High School is one of the schools that transitioned to the alternative delivery mode of an education intervention for the continuity of learning delivery during the pandemic time.

Modular Learning Delivery, a modality in which learners will be using printed modules, is currently adopted by the school. This is because of the result of the survey initiated by the teachers during the enrolment period using the Learner Enrolment Survey Form, as reflected in the bar graph below.

Figure 1 maps those 991 parents who chose modular learning, 518 favor a combination of face-to-face with other modalities, 228 checked online learning, 122 for radio, and 102 favored televisions. Because of this result, the school chose modular print as a mode of learning.

Figure 1: Distance Modality Chosen for our Learners



When classes were opened Last October 5, 2020, the teachers started releasing and retrieving modules to the parents, week after week. When the teachers began checking the returned modules, they discovered that the result of the formative assessment and performance activities were low. Some learning activities in the modules which require learners to explain, justify, and perform a specific task were left unanswered. This is the downside of the implementation of the modular learning modality. Dargo and Dimas (2021, 206) stated that “learners are not able to interact with their teacher to ask questions with regards to their lessons that lead to a lack of processing of the modules’ content as well as lack of explanation coming from the teacher.” This is also strengthened by the study of De Claro (2021) that “using self-learning modules as a modality has its own challenges and barriers.”

This study motivated the researcher to describe the challenges the teachers of Guipos National High School encountered in implementing modular learning as the basis for teachers’ capability building.

Innovation, Intervention, and Strategy

A capability building for the teachers of Guipos National High School in Guipos District, Zamboanga del Sur Division, is the intervention in this study. A training proposal was developed and implemented based on the needs of the teachers, which helped them address the challenges identified, taking into consideration their responses in the interview conducted.

The capability building on the production and quality assurance of learning activity sheets was done virtually for two days, and the actual workshop for the participants followed. The subject area then presented the output during the breakout session for the assigned facilitators and head teachers to critique. The presenters noted the suggestions and recommendations the assigned critics gave for applying and submitting the final output before the students utilized the said materials.

Rahman et al. (2011) state that "training and development is considered as a system and process designed to enhance students' performance by developing the professional knowledge, values, skills, and attitudes of educators."

Training and workshops are an integral part of the development of teachers. Zamboanga Peninsula

These will allow them to grow in the profession and keep them updated with the trends, especially in the continuity of learning during this time of health crisis. As Rhini (2018) pointed out, “to keep abreast of distance learning education trends, teachers should be equipped with the knowledge and skills in distance learning education.”

Training and workshops to capacitate teachers mean more than those training that the training providers from the higher offices will offer. Even at the school level, teachers were being capacitated at the regional and division levels, which in return, cascade training in the school, especially those that will address the problems encountered in the implementation of self-learning modules. As Alea et al. (2020) supported, “institutions can do this by providing sets of training and workshops; likewise, schools should invest more in the facilities and equipment for distance learning.”

With this, the researcher proposed a school-based capability building for all teachers allowing them to enhance their skills, equip them with new strategies, and apply their learning as they continue to implement the modular in-print modality intertwining other techniques to help them address problems in the implementation of modular learning modality.

Action Research Questions

This research aims to discover the challenges that Guipos National High School teachers have encountered in implementing modular learning modality during the School Year 2020-2021. The result will be the basis for capability building for all the teachers, specifically in the production and quality assurance of learning activity sheets to address the identified issues and challenges.

Specifically, it aims to answer the following subproblems:

1. What are the challenges encountered by teachers in the implementation of modular learning?
2. Based on the findings, what are the interventions to be implemented?
3. How do these interventions help the teachers in overcoming the challenges in the implementation of modular learning?

Action Research Methods

Research Design

A phenomenological design of qualitative research was used to collect data for this study. This is the most appropriate approach because teachers were asked to describe their actual experiences in the field as they applied the school's chosen learning modality, which is modular in print. This strategy was used in gathering information from the respondents' actual experiences, observations, what they have encountered and confronted during in implementing the modality, how they cope with those challenges, and determining interventions that suit their needs.

Participants and/or other Sources of Data and Information

The teachers of Guipos National High School, Guipos, Zamboanga del Sur, are the respondents of this study. They are the target respondents since they are in the field and are experiencing challenges in implementing the modular mode of learning.

Fifteen Guipos National High School teachers were chosen as the population sample. The researcher applied the non-probability sampling procedure, precisely the purposive sampling method, in selecting the participants of the study.

Research Instrument

The study applies the qualitative method to gather data in this study. The research instrument used is an interview guide crafted by the researcher for the participants to share their actual classroom experiences and difficulties as modular modality was implemented in the school. It further asked participants to give their observations and opinions on how the intervention has helped them in addressing the challenges met. After the data is generated, it is being analyzed to find out the challenges the teachers encountered in modular learning modality so appropriate intervention will be applied.

Data Gathering Procedure

The study involved teachers in Guipos National High School. Prior to the gathering of data, permission to conduct the research was secured from the Office of the Schools Division Superintendent before the actual interview of the participants. The approved permission was then presented to the participants ensuring that all their responses were handled with the utmost confidentiality.

The researcher conducted orientation with the participants. Informed consent was obtained for their voluntary participation, especially during the interview. The interview was recorded to generate an accurate analysis and interpretation of data.

Data Analysis

To analyze the qualitative data, the researcher employed thematic analysis. This inductive analysis examines a set of texts from interviews or transcripts "to find common themes from the codes generated (Braun and Clarke 2006). Thematic analysis is appropriate for exploring people's views and experiences of a certain phenomenon.

Results and Discussion

The participants' interview responses to the questions were generated through the underlying set of themes as the focus of interest: the experience is difficult since this is a sudden shift from face-to-face learning, and capacity building helps teachers plan and prepare alternative learning resources. The major challenges posed by the respondents of this study are that students returned the modules without answers and delayed arrival modules.

The Experience is Difficult Since This is a Sudden Shift from the Face-to-Face Learning

Below are the responses most of the participants shared on their experience in implementing modular learning. It can be recounted to them that the experience was difficult, especially since it was an adjustment period.

At first medyo nahirapan pero as days goes by, doon naka adjust na [I find it difficult at first, but I was able to adjust later] -(T1).

It's hard because some of those students who are located in far-flung areas, they are having a hard time going to school to get those modules and at the same time
-(T2).

For me at first nahirapan talaga dahil alam mo nag adjust pa, pero yung first quarter ang pinakamahirap [For me, at first, I really have difficulty, especially during the first quarter] -(T3).

Difficult because this is the first time to implement the said type of learning -(T4).

I find it difficult. I am new and adjusting myself. Some parents are murmuring because they have a lot of activities to answer -(T5).

Difficult and easy. Easy because you cannot use your voice so much. Difficult because students may not learn so much compared to face-to-face -(T6).

A lot of adjustments because our division has not yet provided the modules right on time. So there were modules that were given to us during the second semester for subjects that were intended for the first semester, and we cannot say yet that it is effective since we are not certain if it is indeed the students who answered the modules -(T7).

It is quite difficult in the sense that the modules are incomplete from the division and from the Region -(T8).

As a new teacher in the field, I find it difficult to adjust to the implementation of modular learning, in the sense that there are a lot of things to prepare, and more paper works have been added to be complied with every quarter -(T9).

There is a big adjustment at first, considering the availability of resources, and we need to prepare everything ahead of time, but it's fulfilling on our part as a teacher -(T10).

It is also memorable because, honestly, it is tiresome compared to the usual type of learning -(T11).

The implementation of Modular Learning is completely challenging for me because the modality used is far different from the traditional teaching-learning process. It also comes with loaded paper-works and digital reports -(T12).

In the implementation of modular learning, I felt lost, I missed my students, and I missed talking in front of my students. I am not used to being alone in the 4 corners of my classroom and releasing modules to my learners' parents -(T13).

Checking of mountainous answer sheets from each student is also contributing to the challenges I have experienced -(T14).

I experienced full adjustment when it comes to budgeting the time in checking the modules -(T15).

To support this finding, Jill Friestad-Tate, Schubert, and McCoy (2014) highlighted that for many decades, teaching was typified by a teacher standing in front of students who sat at their desks in neat rows and that it is frequently difficult for organizations to implement change.

Agaton and Cueto (2021) emphasize the need for teachers, students, and parents to adjust to and adapt to homeschooling. Jamon (2021) also confirms that the

public school teachers acknowledged that they were unfamiliar with the state of the Philippine educational system at the time. In person-to-person classes, they are "pedagogical and subject knowledge experts." However, the COVID-19 outbreak in the Philippines forced all educational institutions to switch from face-to-face instruction to virtual learning (Hew et al. 2020), as cited by Jamon (2021). Furthermore, Jamon (2021) insisted that policymakers, educators, and teachers have a significant issue with the quick transition from face-to-face instruction to new learning modalities.

The problems are made more difficult by the current and unprecedented issues, i.e., the lack of adequate infrastructure, policies, guidelines, and experiences of learners and teachers, which are layered with the existing and fundamental distance teaching difficulties (Guangul 2020).

Modules Were Returned Without an Answer

As appeared in the responses from this theme, the participants narrated that the modules returned to them mostly do not have answers as reflected in the responses:

Ang pinaka challenge lang doon may mga bata na hindi marunong magbasa. Minsan papasa sila ng walang sagot [The ultimate challenge is that there are students who do not know how to read. Sometimes, they will submit outputs without answers] -(T1).

During the times that I received the modules that they returned unanswered - (T2).

Pinaka worst talaga yong walang sagot pagbalik ng modules [The worst of all is the submission of modules without answers] -(T3).

Portions of the modules do not have answers -(T7).

The output, especially the performance task, was not heartily answered by the students. They are just answering on the multiple choice. They did not perform the performance task given by the teachers -(T8).

The learning outcome is lacking, and most of the learners did not answer their modules personally -(T9).

Some of the students returned their modules without answering, especially the performance task -(T10).

Also, another challenge is to get their full interest to answer the module religiously -(T11).

Difficulty in getting reliable feedback on the assessment and motivating the students to perform the tasks given, esp. performance -(T12).

Learners are having difficulty in answering the modules -(T14).

Modules are loaded, and some portions do not have answers -(T15).

It could be gleaned from the responses that these are the common challenges encountered by teachers in modular learning. This finding is supported by Ysthr Rave Pe Dangle and Johnine Danganan Sumaoang (2020), demonstrating that most kids are unable to study on their own. 70% of them find it difficult to follow the modules'

instructions. As a result, modules were frequently turned in late, and the majority of the answer sheets were empty. One week is not enough time for half of them to complete all of their modules. Kids frequently receive a minimum of 8 modules across all disciplines, with 3-5 activities in each module.

Anzaldo (2021) also mentioned the drawbacks of modular learning: not all students complete their modules with dedication; some parents indulge their kids by completing their homework for them; and parents find it challenging to teach their kids using modules. With regards to the student assessment, the answers provided by the respondents corroborate with the outcome of the investigation of Guangul et al. (2020) highlighting academic dishonesty, the breadth of learning outcomes, and learners' commitment to completing and submitting assessments on which teachers are unsure whether the students are the ones who do the activities as some of the challenges noted in the remote assessment.

This is a real challenge for teachers to really do something to have their students perform the activities, especially since not all of them have learning buddies at home, which makes them do the learning activity by themselves.

Delayed Arrival of Modules

Another theme that emerged from the findings of this research is the delayed arrival of modules, as reflected in the responses below:

MAPEH subjects do not have modules, so we print -(T 2).

TLE modules did not arrive on time, so we need to prepare -(T3).

We are told to print lacking and delayed modules -(T4).

SHS, we admit that we don't have textbooks, especially for some of the subjects and modules that arrived late -(T7).

One of the challenges that I encountered in the implementation of modular learning was the printing of modules since they arrived late -(T9).

The challenges that I've encountered were the following modules from DepEd always arrived late, and some of the students returned their modules without answering, especially the performance task -(T10).

The claim of teachers during this sharing of experiences is that the delay of the delivery of modules caused so much burden on their part since they have to print modules for more or less fifty learners in one subject alone. Chan and Marasigan (2021) pointed out that there is a delay in the teacher receiving the copies of the modules, so quick arrival and distribution of learning resources as well as the provision of a sufficient number of learning references for remote teaching, could be done for simpler, more creative, and adaptable teaching during the crisis in remote areas as well as for communication between teachers and parents for learning assessments during the pandemic.

With the challenges experienced by teachers in the implementation of modular learning, capability-building as an intervention in this study was conducted. The capability building was done virtually for two days, and the actual workshop for teacher participants was conducted. The capability building helped the teachers plan and prepare alternative learning resources which will help address their difficulties

encountered in the modality that is home-based.

Help Teachers Plan and Prepare Alternative Learning Resources

The challenges encountered by teachers were overcome through the intervention conducted as reflected in the responses below:

The training was really of great help to me because it taught me how to craft learning activity sheets, specifically activities that are simple, comprehensible, and aligned to the learning competency -(T1).

The training helps me to prepare worksheets with minimal activities to be answered and to be performed by the students conveniently every week -(T2).

The training gave me the opportunity to learn in so many ways, specifically how to deal with learners who have difficulty in learning. By giving the learners the worksheets, it lessens their tasks and even gives them activities that fit on their learning needs and capabilities -(T3).

The training helps me prepare worksheets that are child friendly and attractive to learners and prepare activities in the form of a game that captures learners' attention and engages them to solve problems -(T4).

The training equipped me with knowledge and skills in providing alternative learning resources that can be easily understood by my students with minimal activities, yet objectives were met (T5).

This training helps a lot for me this time since teachers are advised to make attainable, achievable, and engaging activities to arouse and enhance the creativity of the learners -(T6).

The training encourages me to open doors for other modalities relevant to the new normal to be paired with modules in print -(T7).

The training enables me to provide other learning resources that can be easily understood by the students with activities aligned with the MELC -(T8).

With the help of the training, I am able to aid the students in achieving the competencies in a simplified way -(T9).

This training helps me to overcome the challenges in modular learning since it enables me to plan activities in different ways for students to engage and develop their skills, knowledge, and understanding -(T10).

We, teachers, can make and produce quality learning activity sheets as a result of the training conducted at the school level -(T11).

The training opened my consciousness to not limiting students' modules provided since I could also create activity sheets that are easier for them to comprehend and faster for me to print since the number of sheets is limited -(T12).

Capability building for the teachers is the intervention adopted by the researcher, which addressed the challenges encountered by teachers in modular learning. Professional development, even at the school level, should become a culture in schools. As suggested by Darling-Hammond and McLaughlin (1995), teachers' professional development should be a key component of school policy. It provides Zamboanga Peninsula

instructors with a new position, such as a teacher-researcher, which can foster professional development. Glatthorn (as cited by Chukwu 2009) described capacity building with regard to the teaching profession as a form of professional training that aims to boost teachers' self-confidence and give them the tools they need to improve student learning.

UNESCO (2016, p.30) states that while most sectors and structures rely on a well-functioning educational system to develop further and increase their capacity, it was noticed that capacity building in the educational system "is vital both for the functioning of the education system as well as capacity building in other sectors."

The capacity building, which has been identified by HEP (as cited in Chukwu 2009) as skills development, is defined as "the acquisition of the information and skills necessary for excluded groups to fully engage in the job market. It also accepted that professional or occupational skill development is the main focus."

Professional development of teachers, as identified by Chukwu (2009), is crucial because, in addition to the personal fulfillment or financial benefit that teachers may have as a result of taking advantage of professional development opportunities, professional development has a profoundly good effect on education for sustainable development. This is so that it can improve students' learning, instructors' practices and beliefs, and the implementation of educational changes both within and outside the classroom.

Teachers were required to create learning activity sheets and take part in activities that would help them strengthen their management skills for managing multimodal learning delivery alternatives. (DepEd Memorandum No. CI-2020-000). Osuji (2014) identified that the success of educational changes is significantly impacted by the teacher and student capacity building. The teacher performs activities at greater levels the more professional knowledge he possesses.

Conclusion and Recommendations

The data gathered revealed that the following conclusions are being drawn: In modular learning, the teachers find the experience difficult since this is a sudden shift from face-to-face learning. The great challenges experienced by the participants in modular learning were some modules being returned without an answer and the delayed delivery of modules to the school. Even with this barrier in the implementation of modular print, it is positive that participants still see the most viable, flexible option after participating in the training conducted because it helps them to plan and prepare alternative learning resources to cater to the needs of learners.

With the findings noted, the following recommendations on the Challenges Encountered by Teachers in Modular Learning: Basis for Teachers' Capability Building: (1) Since capability building for teachers is very relevant for them to explore, keep themselves abreast with the new trends in the delivery of education, School Heads should make the teachers' training a regular program and activity in the school so that their skills will be enhanced, they can discover something new especially in adopting other learning options whenever feasible; (2) Teachers are encouraged to give simplified activities in their learning activity sheets to suit the learners' level of intelligence; (3) Teachers may recommend that parents utilize DepEd TV on their Facebook page and Radio Based Instruction together with the learning activity sheets/modules since most households have access to these technologies; (4) Teachers can also guide students to access YouTube channels since video lessons following the Most Essential Learning Competencies are now uploaded; and (4) When module delivery is delayed, books, references and learning activity sheets can also be released to students as an alternative to the modules.

Action Plan

Goals/ Objectives	Activities/ Strategies	Persons Involved	Resources Needed	Time Frame	Success Indicator
To conduct a virtual capability building on the preparation of learning activity sheets	Preparation of Proposal Set the schedule of the activity. Conduct virtual capability building through LAC	Principal, Head Teacher Division Trained teachers	Internet connection, bond papers, printers	October 21-22, 2021	100% submission of the required outputs

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Financial Report

Activities	Quantity	Unit	Estimated cost	Total estimated cost
SUPPLIES AND MATERIALS				
Short Bond paper 80 GSM	4	reams	245	980
Long Bond Paper 80 GSM	4	reams	320	1280
T664 printer ink Cyan	2	refill bottle	375	750
T664 printer ink yellow	2	refill bottle	375	750
T664 printer ink magenta	2	refill bottle	375	750
T664 printer ink black	2	refill bottle	375	750
	SUBTOTAL:			5260
Reproduction and Binding cost				
Binding of documents @ P150	6	instance	150	900
	SUBTOTAL:			900
Food expenses during surveys and FGDs				
GRAND TOTAL:				₱6,160.00

Appendix A

Training Proposal

I. TITLE: VIRTUAL CAPABILITY BUILDING ON PRODUCTION AND QUALITY ASSURANCE OF LEARNING ACTIVITY SHEETS

II. RATIONALE

The school year 2020-2021 has brought so much change in the educational system in the country. That is because of the pandemic. Schools could hardly see bright light amidst the health crisis. But the determination of schools to continue the education of students rises above the pandemic. Schools have resorted to different learning modalities like modular-print, television-based, radio-based instruction, blended, and online to continue the education of learners. "The SLMs and the other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19," DepEd Secretary Leonor Briones said. In other places, printouts of SLMs are delivered to schools that are situated in far-flung and coastal areas and places which have no electricity and internet connectivity. On the other hand, SLMs can also be availed online or offline for households with available gadgets and access to internet.

With modular – print being the most popular modality due to its feasibility, Guipos National High School adopted such a modality as a result of the survey conducted to parents using the Learner Enrollment Survey Form. This is supported by DepEd Order 18, s 2020 which issues Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education learning Continuity Plan.

III. OBJECTIVES

This capacity building intends to guide the teachers on how to develop their own worksheets for the subject in the absence of self-learning modules.

Specifically, this aims for the participants to:

1. Prepare learning activity sheets.
2. Evaluate prepared activity sheets on their alignment to content.
3. Critic learning activity sheets prepared by teachers.

V. DESCRIPTION

A. Technical

The Two- Day Seminar-Workshop on Production and Quality Assurance of Learning Activity Sheets which will be conducted in school on October 21-22, 2021:

A. Participants: 55 teachers of Guipos NHS

B. Facilitators

Dinah May Mayormita , Maydee Rose Kaw-It, Junalyn Gabutero	- English
Cristia Marie Colastre and Dina Capilitan	- Filipino
Carlos Robledo and Malou Rubin	- TVL/TLE
Hazel Mae Urbina	- Math
Romel C. Robledo	- Science
Eva Sacala	- Araling Panlipunan
Sarah Poligrates	- MAPEH

C. Program Management Team:

Senafe M. Cainglet	- Training Manager
Rey Cameon	- ICT Coordinator
Jaesil B. Palahang	- Observer
Shierlita Hinoctan	- Observer

D. Training Matrix

TIME	DAY 1	DAY 2
MORNING SESSION		
7:40-8:30	PRELIMINARIES	
8:30-9:00	Overview HT Senafe M. Cainglet	QA/ Evaluation of Different Subject Area Activity Sheets Carlos Robledo
9:00-10:00	Production of LAS for Quality Assurance	QA/ Evaluation of Content of Activity Sheets Malou Rubin
10:00-10:15	HEALTH BREAK	
10:15-11:15	Social Content Maydee Rose Kaw It	QA on Performance Task Rubrics Dina Capilitan
11:15-12:15	Intellectual Property Rights Romel C Robledo	
AFTERNOON SESSION		
1:00-2:00	Evaluation Tools Cristia Maroie Colastre	Presentation of Outputs (Facilitators as critique)
2:00-3:00	QA/Evaluation on Alignment of Activity Sheets to MELCS Dinah May Mayormita	Presentation of Outputs (Facilitators as critique)
3:00-4:00	QA/Evaluation on Alignment of Activity Sheets	Performance Task Rubrics Presentation (Facilitators as critique)
4:00-5:00	QA/ Evaluation of Different Subject Area Activity Sheets Hazel Mae Urbina	Closing Program

VI. Training Provider: Guipos NHS Administration

VII. Training Date/Venue

Date: October 21-22, 2021

Time: 8:00 AM – 5:00 PM

Platform: Virtual

Prepared by:

GIGI R. DATWIN, EdD.
Principal 11

Appendix B**Interview Schedule****A. Opening/Engaging Question**

1. Briefly describe your experience in the implementation of modular learning.

B. Core Questions & Probing Questions

1. What are the challenges you have encountered in the implementation of modular learning?

C. Terminating/Closing Question

1. What else would you like to comment or say about the implementation of modular learning? Please share it with me.

Appendix C**Informed Consent Form**

Title of the Study:

Challenges Encountered in Modular Learning: Enhancing Teachers' Capability in Distance Learning Modality

Principal Investigator:

I agree to participate in this study, I understand that the focus of the study is to find out the challenges encountered by teachers in modular learning in order to provide appropriate intervention.

1. Confidentiality: I understand that the information provided by this study may be used for research purposes, including publications in a research journal. All personal information, however, will be coded, and at no time will my personal identity be revealed.

2. Voluntary participation: The nature and purpose of the study has been explained to me. I understand that participation in this study is voluntary, and refusal to participate will involve no penalty or victimization. I may terminate my participation at any time I choose, without penalty. I understand that I may withdraw from participation at any time I choose, without penalty. I understand that I may withdraw from participation at any point in the study with no penalty whatsoever.

3. Termination of Participation: My participation in this research may be terminated without my consent if the investigator believes that any part of the study may put me at undue risk. My participation may also be terminated if I do not adhere to the study protocol.

4. Persons to contact with questions: I understand that the principal investigator in this study is: _____. I also take note of the contact persons as indicated in the information leaflet that accompanied this letter which I will file for safekeeping and later reference.

5. Consent to participation: I certify that I have read all of the above and received satisfactory answers to any questions that I may have had. I, therefore, willingly give my consent to participate in the study. (I will be provided with a copy of this signed informed consent)

Participant's Signature

Date