Modular Distance Learning: Its Challenges on Teachers' Teaching Practices

Minangoao P. Imam[1]

[1]*Professor, MSU - Lanao National College of Arts and Trades, Marawi City, Philippines*
Corresponding Author: shamsaztab@gmail.com

Abstract— The study aspires to determine the challenges encountered by the teachers from MSU – Lanao National College of Arts and Trades during the use of Distance Learning Modality throughout the time of Pandemic. The study used descriptive research design since it is flexible to gather information on the challenges encountered by the respondents. A self-made survey-questionnaire crossed-checked by the experts was used as primary research instrument because it is cost-effective and it involves a series of easy to answer questions using 5-point Likert scale to choose from. The survey-questionnaire consist of two parts. Part one, the demographic profile of respondents in terms of: Age, employment status, highest educational attainment and year in service. Part two, challenges encountered by the teacher during the Modular distance in terms of: preparation of modules, distribution, retrieving, checking and evaluating the learners' response on the module and monitoring learners' learning. The respondents grasped the selected thirty-two teachers MSU – Lanao National College of Arts and Trades as respondents of the study. The statistical tools used were frequency and percentage, weighted arithmetic mean and standard deviation. These statistical tools help with data sorting and help identify the remedies on issues regarding the use of distance learning modality. Moreover, the results revealed that the respondents encountered various problems in teaching during pandemic. One issues encountered towards distance learning approach were communication failure on instructions or puzzlement of learners on the modules, limited teachers' guidance, learners' in ungracious approach to teachers, troubles on not understanding the module, and all of which resulted to misbehavior. Additionally, teachers also lack of knowledge, skills and devices, internet connection.

Index Terms— **Challenges, modular distance learning, teachers, teaching practices.**

1. Introduction

Education plays an important role in shaping learners. As days passes by, there were rapid growth of technology use in education.

The teachers must embrace the use of integration of technology in their teaching career. There were more advantages using technology such are: flexibility, comfortable learning environment, career advancement, scheduling flexibility, effective learning outcome, efficiency, and more. Moreover, the sudden emerge of Pandemic cause difficulty on the teachers-respondents. Mostly were blind on what to do and how to do it? Because of lack of funding, understanding the different challenges amongst learners, lack of effective communication, endless paper works and more. These problems will not be a burden to teachers if only they use to integrate technology in their teaching. Teachers were being emotional and physically exhausted during pandemic, because aside from focusing on what approach to use in teaching, learners' parents also complain on change of learners' attention to different subjects and high cost of learning. It is true that learners who received sufficient financial aid support from their parents are more likely to persist in their studies a produce excellent work, financial support plays a significant role in enhancing student satisfaction, motivation, and persistence in their studies. But the problem is when the parents have limited financial income to support their children in school and much more during the pandemic.

Furthermore, most of the teachers and learners are having a hard time in modular distance learning because of the Covid-19 Pandemic. This mode of learning may not be able to provide effective learning because of the various reasons, such: difficulty in understanding the modules, learners find it difficult to complete their schoolwork and inability to submit on time, some learners have difficulty in reading and comprehension, not receiving clear instructions, and poor or no internet connection, and the like. The objective of this study is to determine the challenges of teachers in the use of printed modular distance learning amidst pandemic. In this way, teachers may cooperate to face challenges and boost their teaching practices.

Moreover, the study anchored on the Skinner's Behaviorism Learning Theory and Bandura's Social Learning Theory. These theories emphasized the role of reinforcement and punishment in shaping behavior, to predict and control learners' behavior from its current situation. Likewise, these theories suggest that observation and modeling play a primary role in how and why

learners learn. These theories are very timely approach for the learners since pandemic to ignite learners to cooperate in the methods of teaching implemented during the crisis. Overall, the conceptual framework of the study is presented in figure 1.
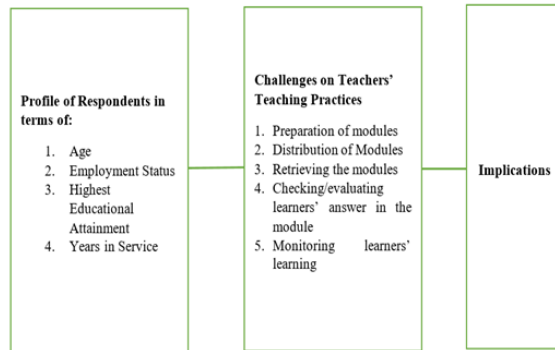

Figure 1. The Schematic Diagram of the Conceptual Framework of the Study

2. Methodology

The study utilized descriptive research design. The design was used to provide a detailed and accurate results on attributions of the particular subject of the study. The researcher used survey-questionnaire as primary tool of the study. The purpose of this instrument is to gather data from the respondents to help gain better understanding on the teacher' challenges during the pandemic and the data can be gather in less time and less chance of any bias since there is standard set of questions been used. Due to the time bound and restricted health protocols, a total of thirty-two teacher-respondents from MSU – Lanao National College of Arts and Trades during the school year 2021-2022 participated on the study. The survey-questionnaire consist of two parts such: The survey-questionnaire consist of two parts. Part one, the demographic profile of respondents in terms of: Age, employment status, highest educational attainment and year in service. Part two, challenges encountered by the teacher during the Modular distance in terms of: preparation of modules, distribution, retrieving, checking and evaluating the learners' answer in the module and monitoring learners' learning. It enclosed twenty-five indicators answerable using 5-point Likert scale where respondents can choose from. The scaling of the indicators utilized ranging 1 through 5, descriptively define as follows: strongly disagree (1) = 1.00 – 1.80, disagree (2) = 1.81 – 2.61, undecided (3) = 2.62 – 3.42, agree (4) = 3.43 – 4.23, strongly agree (5) = 4.24 – 5.00. The study employed frequency, percentage, average weighted mean and standard deviation as the statistical tools used in the study to manage the gathered data, evaluate the outcomes to provide quantitative decisions and determine whether the results is enough evidence. The data were treated through Statistical Product and Service Solutions (SPSS) software using the 0.05 level of significance for the accuracy of the tabulated data.

3. Results And Discussion

The Table 1 disclosed that most of the teacher-respondents were on the age bracket 41 to 50 years old. This implied that respondents were having a hard time to adopt the new learning styles because they aged, compared to the young teachers that they easily can adopt the abrupt changing instructional methods. Also, in Table 2 showed that 68.75% from the respondents were on permanent status, this signified that even the suspension of classes cannot hinder receiving their monthly compensation in contrast to lecturers. Their compensation based on the days and hour they served in schools. Likewise, the probationary respondents have to meet and complied all the requirements and should be participative at school activities because it is the basis of their renewal of tenure.

Table 1
Respondents' Age

Age	Frequency	Percentage
25 – 30 years old	5	15.625%
26 – 40 years old	8	25%
41 – 50 years old	19	59.375%
Total	32	100%

Table 2
Respondents' Employment status

Employment status	Frequency	Percentage
Permanent	22	68.75%
Probationary	7	21.875%
Lecturer	3	9.375%
Total	32	100%

Moreover, in Table 3, it disclosed that 46.875% of the respondents were Bachelor degree holder. This signified that the respondents should enhance their professional growth to adopt all the emerging changes in teaching learning styles and strategies and use to integrate technologies. The advance in studies boost their knowledge and updating their skill sets, with these, they are not afraid to adopt any changes on the curriculum to be use especially in pandemic. At least on the data showed that 21. 875% of the respondents upgrade their education into doctoral level. These attributes to the quality learning of the learners. Whenever the teachers amplify its education, it also probes the standard of their teaching and it is an advantage for the learners.

Table 3
Respondents' Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's degree	15	46.875%
Master's degree	10	31.25%
PhD, Ed.D, DPA degree	7	21.875%
Total	32	100

Table 4
Respondents' Years in Service

Years in Service	Frequency	Percentage
0 - 5 years	2	6.25%
6 - 10 years	5	15.625%
11 - 15 years	5	15.625%
16 - 20 years	13	40.625%
21 – 30 years	7	21.875%
Total	32	100%

Table 4 signified the respondents' number of years in service. About 40.625% of them were on 16 to 20 years. This connotes that most of the teachers were belong to old trend of teaching. Whereas, 10 years below in teaching geared toward 100 % in proficiency. This study disclosed that learners' achievement was influenced by teachers' years of experience.

The Problem number two on challenges encountered by the teacher during the Modular Distance Learning in terms of: preparation of modules, distribution, retrieving, checking and evaluating the learners' response on the module and monitoring learners' learning. Table 5 uncovered that the teacher-respondents strongly agree on the indicator number 3 and 5, "it is hard to print all modules for the whole semester", and "difficulty to print all modules due to fluctuating electricity", this disclosed respondents wer e having problems on preparations of modules when power outage. The number of suppose to be print cannot meet.

Table 5
Teachers' Challenges in Preparation of Modules

Statement	Mean	Standard Deviation	Descriptive Rating
1. The budget for printing modules is limited.	3.67	1.07	Agree
2. It is difficult to reproduce the modules due to lack of printing materials.	4.10	0.95	Agree
3. It is hard to print all the modules for the whole semester.	4.35	0.7613	Strongly Agree
4. It takes time to prepare the modules.	4.12	0.553	Agree
5. Difficult to print all modules due to fluctuating electricity.	4.27	0.7613	Strongly Agree
Average mean	4.102		Agree

Legend: Strongly Disagree (1) = 1.00 – 1.80, Disagree (2) = 1.81 – 2.61, Undecided (3) = 2.62 – 3.42, Agree (4) = 3.43 – 4.23, Strongly Agree (5) = 4.24 – 5.00.

Table 6 showed the teacher-respondents onto the challenges in distribution of modules. Indicators number 1 and 2, the "modules were released every other day" and "some learners did not receive their modules" signified that respondents are not perfect, in fact no body is perfect. The respondents perceived into "undecided", this implied that they cannot me the schedule always, and some learners failed to received their modules because they were not able to go to school during the distribution.

Table 6
Teachers' Challenges in Distribution of Modules

Statement	Mean	Standard Deviation	Descriptive Rating
1. Modules were released every other day.	3.22	0.8273	Undecided
2. Some learners did not received their modules.	3.23	0.8273	Undecided
3. The contact number of the learners is always inactive causing difficulty to retrieved modules.	3.89	0.7925	Agree
4. These is a shortage of printed modules.	3.50	0.7620	Agree
5. Some learners did not received their modules as scheduled	3.79	0.7803	Agree
Average mean	3.524		Agree

Legend: Strongly Disagree (1) = 1.00 – 1.80, Disagree (2) = 1.81 – 2.61, Undecided (3) = 2.62 – 3.42, Agree (4) = 3.43 – 4.23, Strongly Agree (5) = 4.24 – 5.00.

As presented in Table 7, the teachers' challenges on retrieving modules. The results shown that "some learners submit modules without names", assessed as "undecided". This disclosed that some learners return their modules without putting their names. Thus, this is not huge problem because the respondents could identify the handwritten or when it was submitted, and the very least is asking the learners who owned the paper without names. Majority of the indicators are "agree" as perceived by the respondents. This connotes that retrieving the modules is very tasking. It is a day-to-day challenge on the respondents how to completely retrieved the modules every other day because some learners were not being able to answer all the modules or loss them.

Table 7
Teachers' Challenges in Retrieving Modules

Statement	Mean	Standard Deviation	Descriptive Rating
1. Some learners submit modules without names.	3.30	0.937	undecided
2. Learners submitted modules with lacking of answers.	3.66	1.011	Agree
3. Not all learners are answering their modules.	4.11	0.6342	Agree
4. Some learners submit their modules beyond deadline.	3.96	0.723	Agree
5. Some learners do not submit their modules.	3.82	0.818	Agree
Average mean	3.77		Agree

Legend: Strongly Disagree (1) = 1.00 – 1.80, Disagree (2) = 1.81 – 2.61, Undecided (3) = 2.62 – 3.42, Agree (4) = 3.43 – 4.23, Strongly Agree (5) = 4.24 – 5.00.

Moreover, on the challenges in answering the modules, all the indicators perceived by the respondents to "agree" with an average mean of 3.828. This revealed that answering the modules is not easy. Learners has to ask help from family members to help them understand the module's instructions. Likewise, teachers give instructions to the learners but it is incomparable when the situation was being thought to them in classroom, bit since it is pandemic they have to rely on the modules and online catch-up which also leads to miscommunication.

Table 8
Teachers' Challenges in Answering Modules

Statement	Mean	Standard Deviation	Descriptive Rating
1. The penmanship of the learners are difficult to recognize that cause difficult to answer.	3.66	0.902	Agree
2. The learners got scores below the passing rate	3.76	0.88	Agree
3. Some modules submitted unanswered.	4.12	0.68	Agree
4. Some learners failed to write their names on the paper and it hardly identified who owned it.	3.60	0.94	Agree
5. Checking of retrieved papers cannot be done in one time.	4.0	0.92	Agree
Average mean	**3.828**		**Agree**

Legend: Strongly Disagree (1) = 1.00 – 1.80, Disagree (2) = 1.81 – 2.61, Undecided (3) = 2.62 – 3.42, Agree (4) = 3.43 – 4.23, Strongly Agree (5) = 4.24 – 5.00.

Furthermore, the table 9 presented the teachers' challenges in monitoring Learners' learning. To identify the teachers' effectiveness. This contributes to teachers' development. The monitoring and evaluation enhanced the performance of both the teachers and the students. The teacher-respondents babble out that monitoring the learners' learning is very difficult for them, since some of the non-participative. All the indicators were perceived to "agree". The effective teachers closely track their learners' progress and use strategies for adjusting instructional activities.

Table 9
Teachers' Challenges in Monitoring Learners' Learning

Statement	Mean	Standard Deviation	Descriptive Rating
1. It is hard to contact learners for monitoring their progress.	3.60	0.83	Agree
2. It is hard to answer learners' queries due to lack of face-to-face.	3.90	0.82	Agree
3. It is difficult to monitor and maintain discipline to learners.	4.0	0.76	Agree
4. It is hard to give feedback to the learners.	3.99	0.81	Agree
5. Some learners were tutor by their family members in answering the modules.	4.00	0.67	Agree
Average mean	**3.898**		**Agree**

Legend: Strongly Disagree (1) = 1.00 – 1.80, Disagree (2) = 1.81 – 2.61, Undecided (3) = 2.62 – 3.42, Agree (4) = 3.43 – 4.23, Strongly Agree (5) = 4.24 – 5.00.

4. Conclusion

The pandemic truly affects the works of everyone especially the teachers. The unpredictable change of teaching styles has been done in an instant and that affects the teaching performance and learners' capacity to learn. The challenges of teachers in teaching, one is the teaching practices. During the pandemic the teachers has to engaged itself using technologies and modular distance learning was implemented. The study revealed that the respondents faced challenges in assessing, evaluating, monitoring, and feed backing on their learners' learning which they exposed from their stories. Teacher-respondents also meet problems on understanding different styles, lack of effective communication, staying up-to-date with learning technology and lack of motivation. Their time in

household chores to social media, numerous distractions can detract from the learning experience. The use of technology affected them more because some have minimum knowledge in the integration of technology, and those who knows how were having a hard time in internet connectivity. The modular distance learning affects greatly the performance of both the teacher-respondents and the learners that resulted to low grades of the learners. Some reasons affecting teachers' delivery of their lesson in modular distance learning were, unclear, delayed communication, cannot provide quality feedback to learners, the modules were not distributed on time and likewise some learners did not answer and submit as schedule. Moreover, the results revealed that some parents complained on the heavy workloads of their children at home and some complained on the cost of modules and the internet connection. Therefore, in some reason, the modular distance learning had advantage, this includes flexibility, self-paced and independence. But the study signified that teacher encountered numerous problems during modular distance learning.

References

[1]. Cotton, K. (2020), 'Monitoring Student Learning in the Classroom'. Educationnorthwest.org.

[2]. Fulton, J. (2019), 'How to guide and Monitor Student Learning'. Classcraft.com

[3]. Hargreaves, A. (2021), 'What the Covid-19 Pandemic has taught us about teachers and teaching'. Facetsjournal.com

[4]. Roman, A. (2021), 'Experiences of Teachers on Using Modular Distance Learning (MDL) in Teaching Mathematics During the Covid-19 Pandemic'. Southeast Asian Journal of Science and Technology. www.sajst.org

[5]. Sahito, Z., et.als. (2022), 'Online Teaching During Covid-19: Exploration of Challenges and their Coping Strategies Faced by University Teachers in Pakistan. Vol.7. 2022. Frontiersin.org.

[6]. Vindollo, S. and Buendia, M. (2016), 'Educational Technology 2. Andriana Publishing Co. Inc. Quezon City.