



## Distribution and Retrieval of Modules: Investigating the Experiences of Elementary Teachers

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Received : January 2, 2024

Revised : February 15, 2024

Accepted : March 29, 2024

Online : March 31, 2024

### Abstract

This is a quantitative descriptive study that determines the implementation level and challenges of the distribution and retrieval of modules at Don Gregorio C. Yumul Sr. Elementary School in terms of safety measures, organizing the learning modules, and the process of implementing modular distance learning in the academic year 2022. A survey questionnaire was used to determine the different experiences in the distribution and retrieval of modules. This study was conducted in Don Gregorio C. Yumul Sr. Elementary School with one principal and fourteen teachers, for a total of fifteen teachers from October to March of school year 2021-2022 respectively. In terms of safety measures and organizing the learning modules it has a positive result feedback from the respondents as they were responsible when it comes to their health and the people around them. The implementation level in terms of the process of implementing modular distance learning shows that every teacher ensures that the learners understand the module given to them and that they make sure to track and monitor every learner's accomplishment despite the learning mode, thus, the hypothesis is rejected and interpreted as significant. It is recommended that the teacher should always remind or give clear instructions to the parents on the activities that the learners should do, and by retrieving the modules on time, the teacher must have active communication with the parents/guardians and also create other strategies or plans for how they can monitor the process of implementing the modular learning.

**Keywords:** *Experiences; Module; Distance Learning; Elementary Teachers*

### INTRODUCTION

Modular distance learning becomes a substitute for traditional learning due to the pandemic. Many learners and teachers are affected. Many educators have difficulties in how to continue to educate learners. The Philippines is currently adapting to a new normal type of education, and educators' constant innovations and active participation from other stakeholders are the driving forces behind its success. The Department of Education developed Modular Distance Learning (MDL) to ensure educational continuity and for each school to continue to fulfill its objective and vision of providing high-quality education to every Filipino learner (Dangle & Sumaang, 2020).

The growth of children is greatly influenced by education because it is one of the most significant tools for providing high-quality education, and teachers are an integral component of this process. In the Philippines, the adoption of COVID-19 resulted in considerable changes in the educational scene. The deployment of a new form of instruction by the Department of Education is one of them. Because of the current COVID-19 challenge, most education systems have been pushed to create alternatives to face-to-face teaching and learning. Despite school closures, several educational systems have moved their activities to the internet in order to continue educating

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people (OECD, 2020).

The shift in school teaching-learning delivery to modular distance learning has made the delivery of fundamentally high-quality education more difficult for school workers. Therefore the Department of Education's executives find an avenues to solve the problems and capacitating its teachers and school heads to become more effective in the field of modular distance learning (Bagood, 2020).

According to the study conducted by Ambayon (2020), since student study at their own pace in this modular approach, it is more effective in the teaching- learning technique than traditional teaching approaches. Students are encouraged and their interests are piqued by immediate reinforcement, such as a comment on a practice assignment, which is an endless self-learning process. Consequently, a student-centered learning strategy is promoted by this type of learning method. Teachers play an imperative role in this kind of modular learning mode. They provide necessary assistance, remediation, and support to students at home (Dangle & Sumaoang, 2020).

However, instructors, students, and parents encountered several challenges because of the use of modular learning. The key barriers noted by Dangle and Sumaoang (2020) were a lack of school funding in the creation and distribution of modules, children' difficulties with self-study, and parents' inability to assist their children academically. Consequently, the student-centered approach to learning is enhanced by this type of learning method. However, instructors, students, and parents, on the other hand encountered several challenges because of the use of modular learning.

The primary obstacles identified by Dangle and Sumaoang (2020) were a lack of school funds in the production and delivery of modules, students' struggles with self-study, and parents' lack of understanding of how to academically assist their children. As a result, there are different challenges associated with using modular distance learning. Modular distance learning helps the students to learn on their own. It develops critical thinking skills and broadens their experience in learning. Learners will enhance their independence by learning on their own. However, this kind of learning modality poses a challenge to all educators. Because this learning modality is new to everyone, teachers need to find different ways on how they will not expose themselves to everyone while they are distributing the module.

Teachers have faced many challenges in implementing modular distance learning, such as health and safety. Because of this, various suggestions and studies have been made to solve the problems facing education. However, because various problems arose, they were not immediately solved by the experts. Education experts discover a modular distance learning system to help students continue their education.

According to Malipot (2020), the majority of students are unable to study on their own, and 70% of them struggle to follow the instructions in the modules. As a result, they have difficulty printing and mass produc modules. Some students are unable to finish their modules on time since they spend a significant portion of their study time teaching their siblings and supporting their parents in the field.

Successful teachers' experiences have proved that teaching is not a thankless job. Solely concerned with the transmission of knowledge and information, a teacher's job is complex and multi-faceted, and it necessitates a wide range of work-related values and competencies. Teachers' work values determine whether they succeed or fail. Higher work values boost morale and help employees maintain high levels of productivity. Positive work values exhibit themselves in people's desire to perform and their excitement about their professions (Zabala & Lachica, 2018).

This study focuses on the experiences in the distribution and retrieval of modules and determines the different challenges regarding the distribution and retrieval of modules in times of pandemics. This pandemic is becoming more challenging, especially in education. This study

scrutinizes the implementation level and challenges of the distribution and retrieval of modules at Don Gregorio C. Yumul Sr. Elementary School in terms of safety measures, organizing the learning modules, and the process of implementing modular distance learning from October to March of school year 2021-2022 respectively.

### **LITERATURE REVIEW**

According to the findings of [Guiamalon & Alon \(2021\)](#) primary schools have been provided with adequate funding and resources, which are being properly allocated. Every school should have the autonomy and independence to conduct their own modules. This can be applied to some rural high schools, such as BCNHS ([Pe Dangle et al., 2020](#)).

Pre-service teachers reported issues such as a lack of time set aside for live courses and excessive workload due to homework, implementation inadequacy for major area courses, an ambiguous evaluation system, a lack of time set aside for homework, limited access to registered courses, and lower interaction during the implementation of distance education. Distance education may have left the processes of feedback, engagement, and question-answering incomplete by offering 30-minute live sessions once a week. In terms of meeting the emotional requirements of students during COVID-19, video implementations are critical for communication and feedback ([Kaplan-Rakowski, 2020](#)).

### **Distribution and Retrieval of Modules**

#### *Safety Measures*

The safety measures affect the distribution and retrieval of modules to ensure the safety of the students and teachers, and to ensure that learning still occurs. The schools' collaboration with the Department of Health (DOH) resulted in operational guidelines for the trial run of face-to-face classes, which were developed in cooperation with various stakeholders, including child health experts. The criteria for deciding whether or not a school is ready to reopen are set out in the guidelines. Prior to implementing the pi, it follows the Prevent, Detect, Isolate, Treat, and Reintegrate framework, emphasizing the importance of having access to WASH facilities, proper ventilation in classrooms, ensuring that classroom layouts allow for physical separation between people, and prioritization of students who will benefit the most from limited face-to-face learning, traffic management, and simulation activities ([DOH, 2021](#)).

To enforce physical separation and sanitation, countries have also pushed to encourage the construction of new school infrastructure. In Mongolia and South Africa, reporting mechanisms were set up to alert the government of the need for water tanks in schools that did not have access to them. To deal with suspected cases, most countries also have designated isolation rooms, notably Rwanda, which requires two isolation rooms per school, each fully equipped with gowns, gloves, masks, and face shields ([UNESCO, 2022](#)). Teachers also experienced the pandemic's psychological and socio-emotional repercussions because of altered routines, increased workloads, lost pay or unpaid salaries, juggling teaching and childcare, family illness and death, and a general fear of infection.

### **Organizing the Learning Modules**

Moreover, organizing the learning modules highly influences the distribution and retrieval of modules as the teacher helps students to learn by motivating them to complete their assignments, clarifying and explaining how things should be done, and organizing learning resources. The issue was that most of the parents failed to adhere to their designated schedule for obtaining and retrieving the modules. As a result, teachers were reporting to schools unnecessarily as they went back and forth to entertain the parents. Given the conditions of the COVID-19 infection, this

constituted a tremendous health danger for them (Melorin, 2019). Teachers find it difficult to keep pupils updated on their progress. Text messaging and social media platforms are used to communicate with teachers and parents. Because of the lack of face-to-face interaction, it is also difficult for teachers to stay in touch with pupils (Castroverde & Acala, 2021). Monitoring their capacity to produce learning that meets all of their educational needs is one of the largest problems affecting organizations today.

The teacher does not force his thoughts and opinions on the learners (Nardo, 2017). Files, discussions, assignments, quizzes, and other learning resources can all be included in each module. Teachers can quickly add objects from the course to their module and create new content shells within it. The course content can be reused across many modules or restated multiple times inside a single module. The drag and drop feature make it simple to organize modules. Drag and drop can also be used to reorganize elements within the modules (CANVAS101, 2020).

Self-Learning Module (SLM) is a type of remote learning that uses Self-Learning Modules (SLM) and is extremely convenient for the majority of Filipino students. It was also the most preferred learning method among parents and guardians of their children. The SLM is based on the Department of Education's Most Essential Learning Competencies (MELCS). Teachers are responsible for monitoring the development of students in modular distance learning. Students can contact the teacher by email, phone, or text message/instant messaging for help. The teacher will provide remedial activities for learners who have difficulty (Abude, 2022).

Students could not able to submit exact ideas for their schoolwork or their finished modules within the required timeframe. This was mostly due to varied financial concerns. The family suffered a lot because of the ongoing COVID-19 pandemic development. Delays in module submission are brought on by learner computer addiction, excessive online gaming, time spent interacting on social media sites, and uploading short videos.

### **The Process of Implementing Modular Distance Learning**

The process of Implementing Modular Distance Learning highly impacts the Distribution and Retrieval of Modules as Bautista (2019) believed that late delivery of modules from service providers caused teachers stress because they had to duplicate the modules themselves for modular learners. Learning through modular strategies for education enables learners to take charge of their own learning and embrace greater responsibility. The modules are ideal for more experienced learners because they require higher levels of awareness on the part of the learner. A modular approach closely associates all the capabilities required to complete all the tasks. Tasks are organized into groups.

Every class adviser must make a list of their students' names as well as the names of their parents or guardians. In place of the pack of modules, claimants wrote their names and signed them. Teachers will also advise learners on their return or retrieval date. The claimants are responsible for bringing their own ball pen. If the module is not claimed, teachers must immediately notify the parent or guardian so that the learner is not deprived of his or her lessons for the week (Tampus, 2022).

The role of monitoring learners' progress belongs to the teacher. A common issue in teachers' monitoring of student performance is the lack of effective communication. Because most of the monitoring is done through messenger and other social media platforms, this is due to students' lack of resources as well as unstable internet access. Teachers, on the other hand, use text messages although some parents' numbers are inactive and cannot be reached. However, validating students' learning is difficult for teachers because some modules are addressed by parents and tutors rather than the students (Castroverde and Acala, 2021).

### **Challenges Experienced by the Teachers During the Distribution and Retrieval of Modules**

The challenges with the modular distance learning strategy include poor communication, such as when giving instructions or when students were confused about the modules; inadequate teacher guidance; students' discourteous behavior toward teachers; and complaints from students who did not understand the modules, all of which resulted in inappropriate behavior on the part of the learner (Interview Area, 2022).

Some learners struggled to understand the module, especially parents who had no academic training themselves and could not provide their children with the best instruction. Some high school students and students in grades 5–6 struggle with reading comprehension at a mystifyingly a complex level. The Department of Education (DepEd) previously stated that they will work with local government units (LGUs) to distribute the learning modules, particularly in high-risk areas, but instructors will still have to pick them up at authorized pick-up places. This would necessitate them going out and exposing themselves to their communities. Teachers continue to assist pupils by providing modules as their learning guides despite the COVID-19 pandemic's risks.

However, Open and Distance Learning (ODL) programs have specific problems of their own. High student dropout rates and delayed school graduation rates are some major issues. Both high dropout rates and late program completion rates are signs of deeper problems facing ODL learners (Musingafi et al., 2015). The first problem was the lack of printed modules. To complete the variety of modules to be provided to the students, teachers frequently print self-learning materials. The majority of the parents did not acquire and retrieve the modules according to their assigned schedule. As a result, teachers were reporting to schools unnecessarily as they went back and forth to entertain the parents. Given the conditions of the COVID-19 infection, this was a huge health risk.

Validating the research questionnaire, data gathering (surveys and questionnaires), and analysis of data serve as the processes of this study. The researcher creates a survey questionnaire from printed copies to easily conduct the survey. Supported by the Educational Learning Theory of Bereiter (1990), which is the theory of education and learning's purpose, application, and interpretation. It is more of an umbrella phrase than a single explanation of how humans learn and how humans should teach, as it includes many theories. Rather, several factors, such as the theoretical point of view and epistemological viewpoints, influence it. Educational Theory helps the researcher because humans do not have a one-size-fits-all explanation regarding learning. People have different ways of learning, and this may be a challenges that teachers experience during modular distance learning. It is also said that teachers must have differentiated instruction thus that the learners can cope with the lesson quickly.

Therefore, according to the explanation that was stated clearly in the preceding paragraphs, this study hypothesized that safety measures, organizing the learning modules, and the process of implementing the MDL will positively impact the level of implementation and retrieval of modules. Furthermore, the measurement of the significant relationship between challenges and implementation and the level of implementation and retrieval of modules is also hypothesized in this study.

### **RESEARCH METHODOLOGY**

The quantitative descriptive method was used in conjunction with the correlational research design. The intensity and/or direction of the relationship between two (or more) variables is represented by a correlation. The descriptive survey method of research provides an answer to the survey research design to find out the teacher' experience in the distribution and retrieval of modules among elementary teachers at Don Gregorio C. Yumul Sr. Elementary School from October to March of school year 2021-2022 respectively.

This study was conducted in Don Gregorio C. Yumul Sr. Elementary School with one principal and fourteen teachers, for a total of fifteen teachers. It is located in Brgy. Calantipayan Lopez, Quezon Zone 2, in the 4th district of Quezon Province, Philippines. The researcher used a survey questionnaire in the form of a scalar, which is assigned to the points attained by the respondents. The researcher prepared a survey questionnaire consisting of items that determined the experiences in the distribution and retrieval of elementary teacher modules. It contains 30 questions, five questions for each indicator. Pearson's R was used by the researcher to correlate the data, which measures the statistical relationship, or connection, between two continuous variables, and interpret the data to the experiences in the distribution and retrieval of modules among elementary teachers during the pandemic.

**Table 1.** Distribution of Respondents for Elementary Teachers in Don Gregorio C. Yumul Sr. Elementary School (DGCYSES)

Teachers	Population	Percentage
Principal	1	7
Pre-Elem	2	13
Primary	6	40
Intermediate	6	40
<b>Total</b>	<b>15</b>	<b>100</b>

Table 1 shows the distribution of the teachers' responses. It presents the total population of teachers in Don Gregorio C. Yumul Sr. Elementary School. It shows that there is one school to take part in this study.

## FINDINGS AND DISCUSSION

This section presents the data gathered from the respondents. The presentation is made using tables. Analysis and interpretation of data were performed through the tabular presentation.

### Implementation Level of the Distribution and Retrieval of Modules

The most common type of distance learning is modular learning. This learning method is currently used by all public schools in the Philippines because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules is the most preferred method of distance learning among parents with children enrolled in this academic year (Bernardo, 2020).

**Table 2.** Summary of the Implementation Level of the Distribution and Retrieval of Modules

Indicators	MS	QD	R
Safety Measures	3.93	A	1
Organizing Learning Modules	3.90	A	2
Process of Implementation Modular Distance Learning	3.71	A	3

Total	3.84	A
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Legend: Never (N) - 1.00-1.50  
Often (O) - 1.51-2.50  
Mean Score (MS)

Sometimes (S) - 2.51-3.50  
Always (A) - 3.51-4.00  
Qualitative Description (QD) Rank (R)

Table 2 summarizes of the implementation level of the distribution and retrieval of modules. The indicator A, “*Safety Measures*” got the highest rank with a mean score of 3.93, interpreted as “always”. This result means that teachers are very concerned with their health and the people around them. They did not want to be the cause of the deadly virus spreading in school. Indicator C, “*Process of Implementing Modular Distance Learning*” got the lowest rank with a mean score of 3.71, interpreted as “always”. The result means that teachers were very concerned about how the learners would learn and how the guardian of the learner would contact her if there was any concern in the learning modules.

This is supported by the study of [Dangle & Sumaoang, 2020](#) that teachers consider the welfare of the student in the process of online learning, although they still experience factors that affect online learning. The result of indicator C, the “*Process of Implementing Modular Distance Learning*” shows that the school is not prepared for this kind of set-up.

The Centers for Disease Control (CDC) has developed guidelines to ensure that schools remain as safe as possible throughout the pandemic, given the importance of classroom instruction. It is important to ensure that your child’s school follows public health experts’ recommendations, implementing every plan and step essential to keep your child safe while at school. The results shows that teachers are concerned with their health, the health of their learners, and the health of the student’s guardian during the implementation level of the distribution and retrieval of modules.

### Challenges Experienced by the teachers during the Distribution and Retrieval of Modules

#### *Summary of the Challenges Experienced by Teachers during the Distribution and Retrieval of Modules*

The first problem was the lack of printed modules. To complete the variety of modules to be provided to the students, teachers frequently print self-learning materials. The majority of the parents did not acquire and retrieve the modules according to their assigned schedule. As a result, teachers were reporting to schools unnecessarily as they went back and forth to entertain the parents. Given the conditions of the COVID-19 infection, this was a huge health risk for. Lastly, late delivery of modules from service providers caused teachers stress because they had to duplicate the modules themselves for modular learners ([Bautista, 2019](#)).

**Table 3.** Summary of the Challenges Experienced by Teachers during the Distribution and Retrieval of Modules

Indicators	MS	QD	R
Safety Measures	2.54	S	2
Organizing Learning Modules	2.66	S	1
Process of Implementation Modular Distance Learning	2.49	O	3
Total	2.56	S	

Legend: Never (N) - 1.00-1.50  
Often (O) - 1.51-2.50  
Mean Score (MS)

Sometimes (S) - 2.51-3.50  
Always (A) - 3.51-4.00  
Qualitative Description (QD) Rank (R)

Table 3 presents the summary of challenges experienced by the teachers during the distribution and retrieval of the modules. The indicator b has highest rank which is "*Organizing the Learning Modules*," with a mean score of 2.66, interpreted as "sometimes". The result means that teachers are more challenged in organizing learning modules during the distribution and retrieval of modules, while the lowest rank is indicator C, "*Process of Implementing Modular Distance Learning*," with a mean score of 2.49, interpreted as "often". The results show that teachers rarely face challenges in implementing modular learning. The average mean score of 2.56 is interpreted as sometimes.

The result is similar to the study of [Abude \(2022\)](#), modular learning is a type of remote learning that uses Self-Learning Modules (SLM) and is extremely convenient for most of Filipino students. It was also the most preferred learning method among parents and guardians of their children. The SLM is based on the Department of Education's Most Essential Learning Competencies (MELCS). Teachers are responsible for monitoring the development of students in modular distance learning. Students can contact the teacher by email, phone, or text message/instant messaging for help. The teacher will provide remedial activities for learners who have difficulty. Therefore, the result show that regarding challenges, teachers have more difficulty organizing the learning module. Because there are some learners who do not follow the instructions in the module correctly and there are some parents who submit some deficient answer sheets. Therefore, teachers have a hard time validating the grades of the learners.

#### **Significant Relationship between Implementation and Challenges Experienced During Module Distribution and Retrieval**

**Table 4.** Implementation and Challenges Experienced during the Distribution and Retrieval of Modules

<b>Variables</b>	<b>R-Value</b>	<b>P-Values</b>	<b>Decision</b>	<b>Interpretation</b>
Safety Measures	0.9994	<0.00001	Reject H0	Significant
Organizing the learning Modules	0.9957	<0.00001	Reject H0	Significant
Process of implementing modular distance learning	0.5550	0.25645	Reject H0	Significant
	1	<0.00001	Reject H0	Significant

Table 4 presents the implementation and challenges experienced during the distribution and retrieval of modules, where the computation resulted in an r-value of 1 with a p-value of <.00001, and interpreted as significant. It shows that the safety measures in the implementation and the challenges experienced during the distribution and retrieval of modules among elementary teachers have a significant relationship. It states that safety measures are riskier during the challenges experienced in the distribution and retrieval of modules among elementary teachers at Don Gregorio C. Yumul Sr. Elementary School.

This shows that organizing the learning modules in the implementation and the challenges experienced during the distribution and retrieval of modules among elementary teachers have a significant relationship. It states that organizing the learning modules is riskier because of the challenges experienced in the distribution and retrieval of modules among elementary teachers. Therefore, the teachers have more difficulties during the challenges experienced in the distribution



and retrieval of modules at Don Gregorio C. Yumul Sr. Elementary School.

It shows that the process of implementing modular distance learning and the challenges experienced during the distribution and retrieval of modules among elementary teachers have a significant relationship. It states that the process of implementing modular distance learning is riskier due to the challenges experienced in the distribution and retrieval of modules among elementary teachers. Therefore, the teachers are facing more difficulties during the challenges experienced in the distribution and retrieval of modules at Don Gregorio C. Yumul Sr. Elementary School. Teachers' work values determine whether they succeed or fail. Higher work values boost morale and help employees maintain high productivity. Positive work values exhibit themselves in people's desire to perform and their excitement about their professions ([Zabala & Lachica, 2018](#)).

Table 5. Significant Relationship between Implementation and Challenges Experienced During the Distribution and Retrieval of Modules

Variables	R-Value	P-Value	Decision Interpretation
Implementation level significant of the distribution and retrieval of modules	1	<0.00001	Reject H0
Challenges experienced Significant by the teachers during distribution and retrieval of modules	1	<0.00001	Reject H0
	1	<0.00001	Reject H0

Table 5 presents the significant relationship between the implementation and challenges experienced during the distribution and retrieval of modules. The computation resulted in a r-value of 1 with a p-value of <0.00001, therefore the hypothesis is rejected and interpreted as significant. Based on the results, it is revealed a significant relationship between the implementation and challenges experienced during the distribution and retrieval of modules among elementary teachers at Don Gregorio C. Yumul Sr. Elementary School.

Therefore, based on the result, the hypothesis is rejected. There is no significant relationship between the implementation and challenges experienced during the distribution and retrieval of modules among elementary teachers at Don Gregorio C. Yumul Sr. Elementary School. The Philippines is currently transitioning to a new normal type of education, with educators' constant innovations and active participation from other stakeholders serving as the driving force behind its success ([Dangle & Sumaoang, 2020](#)). Because of the epidemic, modular distance learning has been implemented as an immediate solution to ensure educational continuity. Moreover, teachers should use different strategies and necessary to deal with the challenges of modular distance learning ([Castroverde and Acala, 2021](#)).

## CONCLUSIONS

Following the analysis, the Implementation Level of the Distribution and Retrieval of Modules in terms of safety measures shows that teachers always follow social distancing and always cover up whenever they feel sneezing. This means that they are very responsible for their health and the people around them. The implementation level in terms of organizing the learning modules shows that teachers are always checking if the learning modules are arranged correctly. The results show that teachers are very aware and responsible for their work during the implementation of the module. The implementation level in terms of the process of implementing modular distance learning shows that every teacher ensures that if the learners understand the module given to them

and they make sure to track and monitor every learner's accomplishment despite the learning mode. The results show that there is a significant relationship between the implementation and challenges experienced during the distribution and retrieval of modules among elementary teachers at Don Gregorio C. Yumul Sr. Elementary School. In the light of the findings of the study, it is recommended that teachers should always remind or give clear instructions to the parents on the activities that the learners should do, and by retrieving the modules on time, the teacher must have active communication with the parents/guardians and also teacher can make or create other strategies or plans for how they can monitor the process of implementing the modular learning.

### LIMITATION & FURTHER RESEARCH

This is quantitative descriptive research determines the implementation level and challenges of the distribution and retrieval of modules at Don Gregorio C. Yumul Sr. Elementary School in terms of safety measures, organization of learning modules, and the process of implementing modular distance learning

This study is limited to Elementary teachers in Don Gregorio C. Yumul Sr. Elementary School with fifteen respondents only. The findings of this study may not be generalizable to other contexts of the distribution and retrieval of modules. Further research could expand on this study by a larger population and through the use of qualitative phenomenological study in determining experiences of modular learning, especially in remote areas.

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