Perceptions of secondary English teachers towards modular learning modality

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ABSTRACT

The present study aimed to have an in-depth phenomenological understanding of the various perceptions of the non-randomly selected five secondary English teachers in a public school in Paracale, Camarines Norte, Philippines towards the Modular Learning Modality being implemented by the Department of Education in terms of the following parameters; 1) demographic profile of the participants in terms of age, sex and location of residence; 2) the various perceptions of the participants based on their daily experiences as secondary English teachers towards the Modular Learning Modality in terms of school materials and devices navigation concerns and issues, financial aspect, and communicating with the learners and learner's parents and; 3.) practical recommendations by the participants to the learners, parents and school administrators in order to (if not to) lessen negative perceptions (difficulties) but to also improve the system implementation of Modular Learning Modality. This study was done by doing a face to face interview method (considering strict health protocols) with the participants in the data collection procedure. Thematic analysis approach specifically coding of themes was done to filter and have an in-depth understanding of the different perceptions of the participants towards MLD in a public school in Paracale, Camarines Norte. Results revealed that most of the participants perceived that the MLD is difficult in terms of materials and devices navigation concerns and issues especially when the materials and devices needed for huge volume reproduction of modules for a large number of learners are insufficient and unstable. The participants also perceived that there are challenges in the financial aspect, communicating with both parents and learners when distributing, retrieving and checking the modules, learners have low comprehension levels, have no (available) communication devices such as mobile phones (at least), internet connectivity and too far home location. The participants recommended that material supplies and devices must be made available on time, conduct face to face session with less than the usual number of students in class for a short span of time daily or at least weekly. There should be para-teachers assigned to remote and far-flung areas to assist the low-performing students and students who do not have access to adult's assistance. Povide Filipino or Tagalog translations for the instructions in the modules especially for materials written in English, and consider *risograph* in reproducing modules.

◫ INTRODUCTION

In the present millennium, the educational and learning system has evolved in many different ways and in almost all levels across the country. Nowadays, Philippines is one of many countries in Asia which have been greatly affected by the global pandemic brought along by the COVID-19 which first infected case was officially reported last 22nd of January, 2020 and 633 more suspected cases have been publicly reported on 1st of March in the same year (Edrada et al., 2020). The first long-month lockdown in the country has been declared by President Duterte on March 15 to April 14 where all types of transportations, travelling and mass gatherings were banned (This Week in Asia, 2020). The banning of mass gatherings has continued until it reached the start of academic calendar. DepEd (2020) declared that face to face classes are strictly prohibited until further notice as carefully and clearly stated in the

released DepEd Order No 12, S. 2020, Adoption of the Basic Education Continuity Learning Plan for School Year 2020-2021. As part of the readiness plan of the department, the stakeholders (parents, learners and school personnel) have been surveyed as to the learning modalities they could choose from namely; modular, online, TV, and radio-based learning. Observably, the modular learning modality have been the best choice for most of the students across the country since, it does not require technological devices and internet connectivity on their part.

The distance learning program or mostly known as "blended learning" (including modular learning modality) has been the main plan of the DepEd for the entire school year to continue classes without physical attendance adhering to President Duterte until a vaccine against COVID-19 becomes available (The Manila Times, 2020). In the same paper, it has been reported that there were numerous complaints and issues raised in terms of the errors in the module contents distributed to the students. Moreover, near-rebellion against DepEd by thousands of public teachers and school administrators in Pangasinan, Philippines have also strongly conveyed that the distance learning program being implemented presently have been foreseen with a lot of shortcomings thus, it needs a more detailed investigation. Consequently, Manila Bulletin (2020) have also reported that in November, the Alliance of Concerned Teachers or ACT Philippines have asserted that module issues, undue expenses and heavy workload are just some of the challenges noted by the public school teachers based on their experiences after a month since the classes opened on October 5th. In addition, Malipot (2020) stated that, "DepEd's scant, and in most cases non-existent, resource provision hardly sufficed to cover the first quarter, forcing the hands of teachers and other stakeholders' to dispense personal resources," stated by ACT-Philippines. Public school teachers have observably been raising complaints in terms of continuous financial support from the government since they have also been affected by the health crisis financially.

Aside from the issues being faced by modular learning in the present, there were past literature and studies which have discussed and studied the use of it as an "independent learning" strategy (Moore, 1973). It has been analyzed that modular learning has been utilized in most open universities and non-traditional teaching instructions with the intervention of curricula and modules. Balapumi and Aitken (2012) asserted on their study entitled "Concepts and Factors Influencing Independent Learning in IS Higher Education" that, student's academic self-regulation is influenced by their personal processes such as cognitive knowledge, motivational beliefs and other external factors such as the lectures and instructions of the teachers in Higher Education levels. In general, it has been already proven in the past that there are problematic factors that arise on the part of the students when independent learning such as modular learning approach is used as teaching-learning instructions.

Therefore, it could be understood that if higher education learners encountered different problematic factors towards the modular learning, self-regulated or independent learning; how much more is there to be seen in the lower education levels? As this study perceives that there is a visible urge to understand the real situation of the teaching-learning system prevailing in the country, the researchers have come into senses to conduct this study to gather the true perceptions of the teachers in a specific area of a municipality to allow them share and realize their experiences in the first quarter of teaching using the modular learning instructions. As previously observed in the past literatures and studies that, the concern is usually focused on the learner's impact of independent learning and the factors that affect their learning towards the use of self-regulated learning. This study is however different in a way that it will not only attempt to fully understand the student's needs but also the needs of other stakeholders such as parents, school administrators most especially teachers, as the teachers are the pathway to the learner's achievement and success in the academe. This study would be of great significance to the local government, as it is perceived to be a good way to understand and be more emphatic to the real situation not only the side of the learners but also in the part of the other stakeholders. This would also give them idea on what are the specific needs of the teachers based on their recommendations and suggestions from their over-all perceptions towards

the modular learning modality which may eventually help them perform better in the roles expected from them as soon as their needs were addressed.

Based on the perceived problem, the study aims to gather and have an in-depth understanding of the perceptions of the participants towards the Modular Learning Modality. The study explored the following objectives;

1. What is the profile of the participants in terms of age, sex and residence location?

2. What are the perceptions of the participants towards modular learning modality in terms of materials and devices navigation concerns and issues, financial aspect, and communication with learners and parents based on their actual experiences?

3. What are the practical recommendations shared by the participants based on their over-all perception towards the Modular Learning Modality concerning the learners, parents and school administrators?

The study assumed that:

1. The profile of the participants in terms of age, sex and residence location varies.

2. There are various perceptions of the participants towards modular learning modality in terms of materials and devices navigation concerns and issues, financial aspect, and communication with learners and parents based on their actual experiences. The overall perceptions may also vary as to negative, neutral or positive.

3. The practical recommendations shared by the participants vary based on their over-all perceptions towards the Modular Learning Modality concerning the learners, parents and school administrators?

Theoretical background

As a more logical explanation on how the study will be understood with greater sense, the theory explained below is anchored to the two variables of the study which are modular learning modality and teacher's perceptions which also relates to their role accomplishment based on how the learners respond to the modality.

The Self-Determination Theory (SDT) is a strong and vital influence in the field of educational and positive psychology. It is a meta-theory that attempts to explain why and how self-motivation and self-determination affects the individual's behavior (Deci

and Ryan, 2002). In the sub-theory, self-motivation and self-determination are affected by three basic needs of an individual namely; competence, relatedness and autonomy. Competence concerns the individual's personal experiences of interactions with his or her environment. Relatedness pertains to his universal desire to bond and interact with other people and experience caring for them. Autonomy refers to the individual's subjective experiences as being self-regulated which are influenced by their own beliefs, values and interests (Deci and Ryan, 2002; Field et al., 2014).

This theory directly gives support and clarity on what parameters concerned (academic) body should look at to further understand the needs of the stakeholders involved in the study particularly the learners and the teachers themselves. As for the learners, they have their own roles and strategies to self-regulate in their learning behaviors when doing modular learning as a mode of their study. Since, they are not in the traditional learning set up (classroom set up), no one stands to physically regulate them to accomplish the learning tasks but their only role is to regulate themselves by just relying to the instructions in the modules provided for them. Thus, the problem lies here as explained in the sub-theory, the autonomy needs of the learners affects their learning behavior since the mechanism depends on their subjective interaction within themselves. The outcome of their learning strongly depends on their behavior in which can be influenced by so many factors. This actually depicts the usual problem of the teachers- they have less or no control on the learner's autonomy. Since, the teachers have less or no control with the student's learning behavior due to "autonomy needs" (Deci and Ryan, 2002; Field et al., 2014), their role as a teacher becomes unclear to them because they are expected to broaden their understanding and patience and less considering the assessment outcome. This can be also explained by the sub-theory "relatedness need" in a sense that the teachers' dilemma in using modular-instruction is that they feel lack of support from the academic body which is expected to care for their welfare as well in the fulfillment of their roles as educators and as individuals who are responsible for delivery instructions. For both the learners and teachers including other stakeholders of this study, the sub-theory on "competence" (Deci and Ryan, 2002;

Field et al., 2014) practically explains how and why every individual should fulfill the need to interact and understand the environment factors to be able to establish a good interactive behavior whether at home, school and work field.

Literature review

The review of literature uses the thematic style of reviewing the necessary concepts and studies which are examined and conducted previously prior to the present study about the variables involved.

The modular instructions have been implemented across western countries in the past as a main mechanism of flipped classroom in most institutions with Open University and non-traditional teaching instructions in higher education level students (Balapumi and Aitken, 2012). As Moore (1973) described modular learning is an "independent learning" strategy in the part of the learners where curricula and modules are used as a medium of instruction. Other studies have also associated it with "self-directed learning" and "self-regulated learning" (Meyer et al., 2008, p. 2) where in Zimmerman (1986, p. 308) explained that "self-regulated learning" have several manifestations to the students namely;

• understand the approach and know how to maximize their learning in efficient ways,
• show motivation to take responsibility in their own learning and;
• able to work with others to elevate their learning

Having the understanding of the modular learning as a blended learning instruction there were several studies conducted which revealed the common perceptions of the students as the center stakeholder. Osgerby (2012) reported that the university students' perception turned to be favorable towards blended learning although there were contrary findings such as students' competence, expectations and engagements. It has been also argued that the resources and institutional practices are found to be the factors that affect the students' attitude towards the blended learning. Issues about communication, student interaction and collaboration has also emerged. Similarly, Gahutu (2010) reported that the first year psychology students have appreciated the new modular curriculum

implemented but there were numerous complaints on the limited class session and contact hours, limited number of computer and internet access and limited number of textbooks in the library. In other words, the new modular curriculum was appreciated but problems related to limited materials and resources should be given attention. Moreover, Mash et al. (2006) asserted in their study that the both the students and faculty of Stellenbosch University perceived the valued of interaction and communication modes in participating distance-learning programmes utilizing internet and television instructions. Both groups have similarly perceived that there are likely barriers to interaction and there is a need to be more flexible and maximize a better paced instruction. United Nations Educational Scientific and Cultural Organizations (2004) in the developed project entitled "Information and Communication Technologies Usage in Higher Distance Education in Sub–Saharan Africa" concluded that in order to achieve the desirable impact of the distance learning educational system national and global partnerships must be established upon thus, the full orientation and participation of the implementers and involved stakeholders is a rigorous requirement however important for the goal.

To logically synthesize, the idea of Balapumi and Aitken (2012) and Moore (1973) on describing independent learning is observed to be similar variable of this study- the modular learning modality. As Meyer et al., (2008); and Zimmerman, (1986) described the manifestations of independent learning of the students, it can be analyzed that the expected outcomes of the implementation of Modular Learning Modality are also the same outcome that the participants of this study wanted to be achieved from the learners. All studies reviewed in relation to their perceptions towards blended learning approaches such as modular curricula, textbook-based, internet-based and television-based modalities have shown that they have similar participants and that they similarly catered the students' perceptions. Less studies have been conducted on the teachers' perception as one of the important stakeholders. Comparably, the present study aims to gather and have an in-depth understanding of their teachers' perceptions towards blended learning approach most

specifically the modular learning modality. Thus, additional variation on the characteristic of the present study that it caters the secondary education levels because there quiet a number of studies have been conducted in the higher education level. These are also the perceived gap of this study which gave meaning to the urge of conducting investigation of the problem.

Figure 1 shows the graphical presentation of the main things studied. It highlights the key factors, the theory or constructs and the variables under investigation. The framework shows the logical process of the study based on the main goal which is to gather and understand the perceptions of the secondary English teachers towards modular learning modality with the implication of SDT (Self-Determination Theory) in independent learning concepts based the sub-theories namely; competence needs, relatedness needs and autonomy as explained the previous page [see page 4-5]. As an output, the participants are expected to come up with practical recommendations based on their overall perceptions towards the modality.
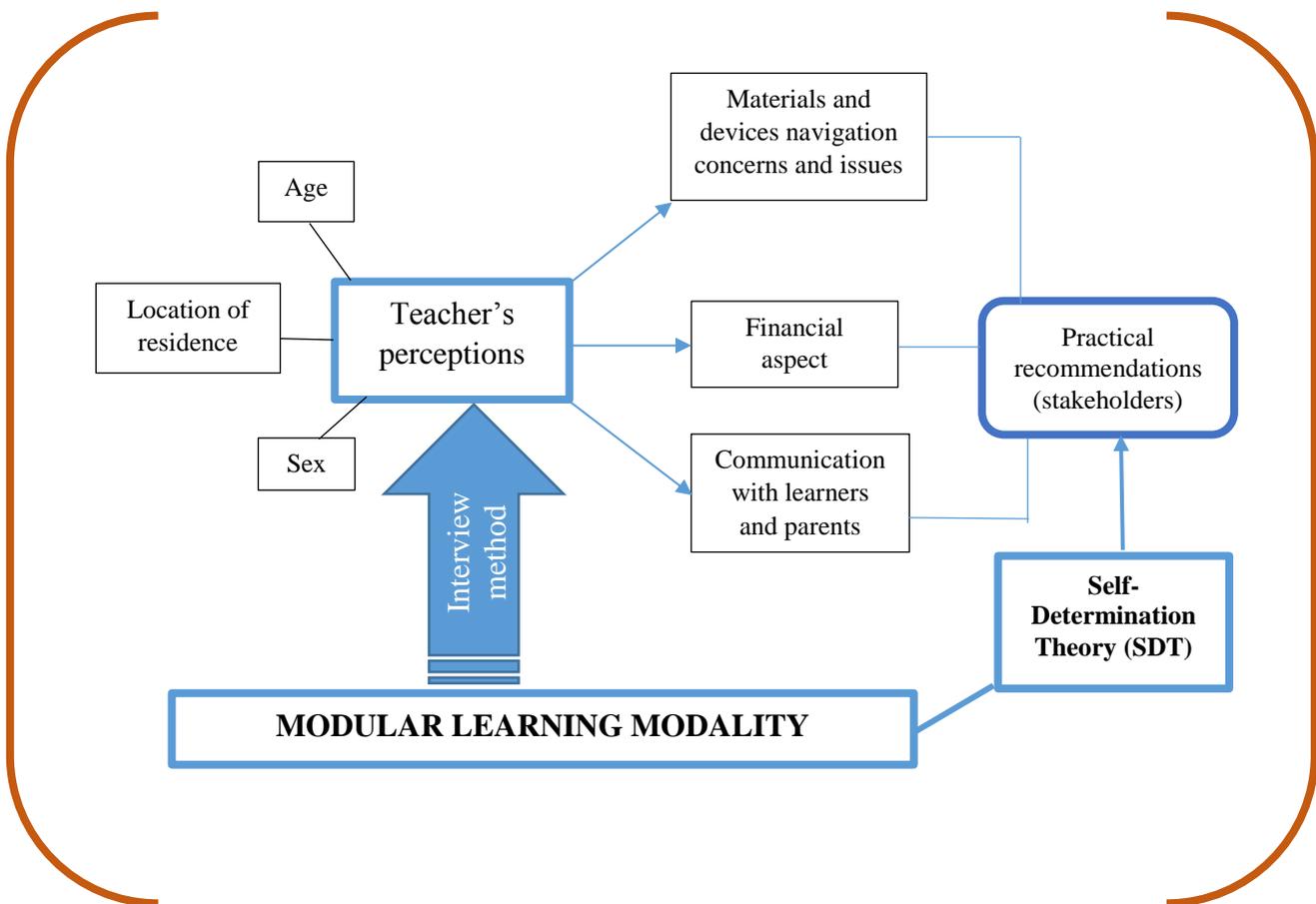
Figure 1. Conceptual framework

METHODOLOGY

The study utilized the qualitative research design specifically the Phenomenological approach to qualitative data. Bhandari (2020) defines qualitative research as a design which involves collecting and analyzing non-numerical data such as (text transcriptions, images, audio and video records) with the main goal to have an in-depth understanding and insights about a problem and to generate new ideas and concepts which can contribute to the body of knowledge system. Moreover, it is also described as an opposite method of quantitative research design which involves data collection and analysis with the

aid of statistical computations and tools. As a common type of qualitative method, the phenomenological approach has been also explained by Bhandari (2020) as a logical investigation of phenomenon or an event by describing and interpreting participant's experiences. In the present study, the participant's perceptions towards modular learning modality in different parameters of the problem have been investigated by conducting interviews with the use of unstructured interview questionnaire which contains both close-ended (personal details) and open-ended questions to collect their individual experiences of the phenomenon. The phenomenon understudy is directing to the emergence of the teaching-learning instruction which is the modular learning modality as part of the blended learning program of the Department of Education, Philippines in the light of COVID-19 national health emergency plan.

The main subject/participants of the study are the selected secondary English teachers in a public school in the municipality of Paracale, Camarines Norte. There were five participants identified and agreed to be involved in the data collection process. Most of them were female, with ages ranging from 25 years old to mid-30. They have been selected with the use of non-random sampling specifically purposive sampling technique. Non-random sampling or also known as Non-probability sampling involves non-random selection based on the convenience, judgement and or other criteria allowing the researcher to easily collect initial data (McCombes, 2020). In the same article, purposive sampling was explained as a sampling which involves the researcher to use their judgements in selecting the sample that is most useful to the purposes of the research. In this case, the researchers merely focused on the secondary English public school teachers in a certain area who have experienced the modular instruction (modality) in the school.

As for the data collection process, the researchers have asked permission to the school principal thru a formal communication letter explaining the aim and purpose of the data collection from the participants coming from their school. Afterwards, the researchers have also asked permission from the participants directly before interviewing them, there is a separate letter of communication attached in the interview questionnaire given to the participants stating the purpose of the data collection and assurance that all the information they will share will be handled with confidentiality. Consequently, the researchers have also asked permission from the participants before recording conversations, unfortunately, there were only two participants who have agreed to have audio recordings only. The rest of the participants' data were textually recorded. These actions were part of the ethical considerations of the study. Continuously, the researchers have also conducted the interview to each of the participants' one by one (face to face adhering to strict health protocols). Following the strict protocol of conducting interviews as a main data gathering tool in a qualitative research (Bhandari, 2020) the researchers have set aside their subjective perceptions about the topic. Hence, reactions and unnecessary verbal and nonverbal cues coming from the researchers have been strictly controlled and avoided. As Bhandari (2020) also explained that qualitative data are prone to subjectivity. Thus, the researchers, as the key instrument shall only capture the ideas and insights being shared by the participants all through-out. The researchers assured that there were no physical, psychological and emotional harm inflicted to the participants and that they participated the in study willingly and wholeheartedly. The participants have also given the freedom to use the language or dialect they prefer in answering the interview questions. Moreover, the participants are anonymous in this paper, thus the researchers used code numbers in presenting them in the results and findings section. All the necessary ethical considerations have been successfully complied by the researchers from the beginning until the last part of the data gathering procedures to avoid personal or political conflicts in both parties. The audio and textual records were transcribed for the purpose of thematic data analysis primarily coding of themes.

The thematic analysis was used to closely filter the people's views, opinions, knowledge and experiences or values from a set of qualitative data which are usually presented in interview transcripts (Caulfield, 2019). Coding of themes was the thematic analysis approach used by the study to highlight and

code the most significant content from the participants' interviews to capture the main goal of the study which is to have an in-depth understanding of the participant's perception towards modular learning modality considering some factors of the problem.

RESULTS AND DISCUSSION

As the outcome of the study conducted, the results and findings were discussed in the following sections.

On the participant's profile

The results of the data analysis revealed that one out of six of the participants have perceived that she are experiencing challenges when it comes to the location of her residence. Participant 01, 25 years old resides at Kabuluan, Sta. Elena, she asserted *"It's really difficult because I have to travel for almost 3 hours just to reach the school and it's hard to bring the supplies back home if wanted to work from home."* As for the other participants, the rest of them reside either in Paracale and the nearby town Daet so, they have not mention any perception regarding it.

On the perception towards MLM: Materials and devices navigation concerns and issues

The participants asserted that "preparation of modules has been difficult due to the lack of printers...late distribution of supplies such as inks and papers". It was also perceived that the preparations and distributions of modules are sometimes delayed due to the issues in the device functions and insufficiency of the supplies. *"Minsan nakaka-encounter ka ng problems like paper jam...nagli-leak ang anu... ang ink."*[sometimes you encounter problems like paper jam... and ink leakage]. *"Parang apat lang po kasi yung printer sa Senior High School tapos marami po kami...kaso nga po 'nung nagkaron na ng issue na halos lahat ng printers may problema na, 'dun po kami nahirapan* [I think, there are only four printers available in the Senior High School (department) and there are too many of us... so when there came an issue that almost all printers were malfunctioning already, that is when we encountered the dilemma]. Generally, most of the participants perceived that everything will be fine as long as the devices needed are complete and working well and the supplies are provided on time. *"Okay naman basta kumpleto ka (nang devices) at saka walang sira"* [It's fine, as long as your devices are available completely and it functions well].

On the perception towards MLM: financial aspect

The results explained that most of the participants perceived the difficulty in financial aspect concerning their personal budget sacrifices to purchase materials and supplies for module reproduction to cope with deadlines especially when the supplies from the national fund were not provided on time. *"It has been difficult due to the lack of printers (I have to buy my own)... aside from finding sponsors and buying my own printer and ink, I also have to spend my own money for the materials such as staplers, staple wires, paper clips, envelopes etc."* as participant 01 narrated. Participants also explained *"...it does affect own budget since we are sometimes forced to spend our own money for the reproduction (of modules) so that we can cope with the deadlines."* Consequently participant 03 perceived that *"the problem rests on luck of funding that results to insufficient supplies."* It has also been asserted that *"...nung nagkaroon ng issue na nasira 'yung mga printers, sa sariling bahay na po kami nagpiprint. (Eh) 'di 'yung ink po 'nun sarili din po naming bili... tas yung nagka-kulangan din po ng... mga bondpaper sarili nalang din po 'yung anu...* [...when there was an issue where the printers were malfunctioning, we did the printing at home. So, we bought the printer inks from our own funds...then, when there was insufficiency on bonpaper supplies, we bought it from (our own fund) also].

On the perception towards MLM: Communication with Learners and Parents

The undertaking have revealed that most of the participants have different perceived issues and concerns in the part of communicating with the learners and the parents. These concerns and issues experienced by them were drawn from some of the common factors such as the lack or no communication devices available such as mobile phones (at least), no network signal due to their location, internet connectivity due to shortage of fund or has no capability to purchase internet connection

devices, student's low-comprehension skills, parents' uncapbility to participate due to work and low educational attainment. These are just some of the factors which is observed to be the hindrance the smooth implementation of the MLM.

"Not every student or family has cellphone." The perceived issues also lies with the unavailability of network signal and stable internet connectivity because many few students in public school are has privilege on these things. *"Some of the students live far, there's no signal, it's hard to relay the message"*, *"mas mahirap po... mas sobrang mahirap ngayon kasi... 'yun nga po, hindi mo ma-address mismo kung anu 'yung concern ng bata na kasi magte-text po sila sayo or magcha-chat sila kapag may tanong, sasagutin mo naman po pero hindi naman talaga nila naintindihan yung sagot mo"* [it's harder... currently, it's much harder because you cannot address the student's concerns directly for they text you (via mobile phone) or chat you (social media messenger) whenever they have questions, you will then answer them but they will not really understand what you just said]. "Okay naman. Minsan nahihirapan din kasi may students na mahilig mag-seen (ignoring message) tapos yun, hihintayin mo pa magreply kasi mahina yung anu nila... signal nila [It's fine. Sometimes it becomes difficult also because there are students who are used to ignoring messages, then, you will have to wait for the student to reply because their network signal is... signal is weak]. Another perception explored is that there are students who have low comprehension level, they tend to just copy the key answers in the modules instead of thriving to understand the instructions. *"Yung iba po, kinikopya lang nila 'yung sagot sa likod (ng module,) kahit Senior High, meron pa din pong 'answers may vary'"*. [The others (student), they just copy the key answers at the back (of the module), even Senior High, there are still written 'answers may vary' on their answer sheets].

As for the communication with parents, most participants perceived that the common issues lies with the parent's unavailability to cooperate in the modular instruction because they are always busy with work and don't have time to guide their children in accomplishing the modules. *"Some parents don't cooperate and are always busy with work. "Sa parents po... simula po 'nung dry run...ay 'nung sa area pa lang po*

kami bihira lang po yung parent na magpunta po. Ang nakausaap ko pong parent po ang... sabi po nya ay may mga gawa po sila" [As for parents, ever since the dry run...when we were still in the area rather, very few parents usually attend (the orientation/distribution of modules). When I talk to a parent once, she said they have a lot of work to do.] Another participant have raised his perceptions on the cability of the parents to help and guide their children in accomplishing the modules on time, *"may mga parents na 'di pa marunong magbasa, magsulat kaya di matulungan ang mga anak nila (sa pagsagot ng modules)"* [there are parents who still do not know how to read, write that's why they cannot teach or help them (in answering their modules).] Although most of the parents have issues in communicating with the teachers, a participant said that there were few parents who ask and give updates about their children's status with regards to modules. *"Pero may ilang magulang naman na...anu.. nag-a-update sila-nag a-update man (about sa module ng anak)"* [But, there are few parents who...gives updates- they give updates though (on their children's module)].

On the Participants' over-all Perception towards MLM

As an over-all perceptions of each of the participants, they believe that Modular Learning Modality is indeed helpful in the current situation if implemented in the right way. *"Modular learning modality is of great help to the student if given in the right way"*. They also perceive that it is a good way to enhance the learner's study habits and independent learning skills. *"In some way modular learning enhances learner's study habits and self-learning skills."* However, along with the perceived advantages, there were also disadvantages explained, *"the disadvantage is for the slow-learners who find it hard to learn just by reading the modules...also, there were working students and students who take care of their younger siblings."* Another participant perceived that the MDL has a lot disadvantages for both the teachers and students, *"we all know that modular learning modality has lots of disadvantages and not really the perfect one for both to teachers and students and to the dept.)* There were participants who explained that their over-all perception of the MDL are somewhat neutral because

there were some instances that they have also experienced the smooth transition and communicating with parents and learners, "*neutral po ako (sa modular learning modality)... opo neutral Ma'am kasi advantageous sya para doon sa mga...magagaling talagang bata kasi madali po nilang maintindihan (ang instructions) po yung-kahit text lang po 'yung binabasa nila*" [for me, it's neutral...yes neutral Ma'am because it's advantageous to those students who are really good for they easily understand (the instructions)- even they are just reading the text].

On the practical recommendations of the participants

Along with the participants' over-all perceptions towards the Modular Learning Modality, most participants believed that the implementation (of MDL) will be smoother if students under MDL will be more disciplined and independent learners "*they should be responsible enough and well-disciplined to the time*", "*students under MDL should be independent learners*" and if parents would cooperate in guiding their students, not tolerate procrastination and cheating when accomplishing the modules, "*the parents should not tolerate procrastinating or cheating and take some time to guide their children and communicate with teachers*", "*they should give their full support and consideration to their children.*"

Thus, the school administrators should also improve their support system especially concerning the funds for the supplies and materials to be provided and made available on time, "*as much as possible, supplies should be given on time so that teachers will not be forced to spend from their own pockets.*" In addition, one participant raised that instead of printing a volume number of modules, it can be reproduced via *risograph* instead in order to save time and effort, "*if possible also reproduction of modules will be thru risograph so that teachers will just sort and distribute.*" School administrators should allow also allow the teachers to conduct a face to face session to several students who are having trouble understanding and accomplishing the modules, "*siguro po mas maganda kung magkakaron ng ganun (session) sa ibang subjects...by schedule. Halimbawa po sa isang oras po-kay Sir, five lang na students*" [maybe it's better if there will be such (session)...by schedule. For instance, in an hour-the teacher, there will be give

students only]. Another participant also recommended the face to face classes to be done, "*ako, and ire-recommend ko 'yung anu-face to face (classes) Kasi nga, low-risk naman dito sa anu...Paracale.*" [For me, I will recommend to have face to face (classes). Because Paracle is a low-risk area though.].

CONCLUSION

In this research article, the researcher argues that the participants have various or mixed perception towards the Modular Learning Modality. Although there were participants who perceived the MDL as a good and suitable learning instructions considering national health crisis, most of their perceptions are occupied with different issues and challenges in the parameters of physical needs (school materials and supplies), financial needs (lack of funding) and communication needs (communication devices, network signal, internet connectivity) between the teachers, learners and parents based on their actual experiences. These issues and challenges are considered to perceive these factors as burden to the smooth implementation of the MDL and result to a lot more factors that are problematic. Thus, they assume that the practical recommendations they have voiced out will be good avenues if not to avoid, at least lessening the difficulties in all parties.

DECLARATIONS

Abando for their never-ending love and support during the entire process.

Ethical considerations

To acknowledge and adhere to the ethical standards in conducting research, the author seeked the participant's (Secondary English Teachers) approval and willing participation in the interviews as part of the data gathering procedure. The participants are all in legal age and completely consented their participation in the study. No inappropriate and unrelated questions were asked to the participants.

Competing interests

The author declares that she has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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