THE American Journal of Humanities and Social Sciences Research (THE AJHSSR) 2022

E-ISSN: 2581-8868 Volume-05, Issue-03, pp-23-33 www.theajhssr.com Research Paper

**Open Access** 

# CHALLENGES IN IMPLEMENTING MODULAR DISTANCE LEARNING TO INDIGENOUS PEOPLE (IP) STUDENTS IN OLONGAPO CITY

Merlyn M. Seridon

Kalalake National High School, Olongapo City, Zambales, Philippines

# ABSTRACT

This study explored the challenges encountered by the teacher-respondents' strategies in implementing Modular Distance Learning to IP students amidst COVID-19 pandemic. It was conducted among Junior High School Teacher of Olongapo City that has Indigenous People (IP) students, Department of Education, Division of Olongapo during the first quarter of the school year of 2021-2022. The study utilized a descriptive quantitative research design, survey questionnaire as research instrument; and descriptive and inferential statistics for analysis of data. The researcher concluded that the teacher-respondent are female in their adulthood stage with a teaching position of Teacher I and highest educational attainment of having units in master's degree. The teacher-respondents agreed that they encountered challenges in implementing modular distance learning to IP students in terms of instructional delivery with the highest overall weighted mean; however, module development with the lowest overall weighted computed mean. Furthermore, the results of analysis of variance computation revealed a significant difference in the challenges encountered in terms of module development in implementing modular distance learning to IP students when grouped according to age and teaching position. Significant difference in terms of distribution and retrieval, instructional delivery and assessment when respondents are grouped according to age, teaching position and highest educational attainment.

**KEYWORDS-** Alternative Delivery Mode, Indigenous People Students, Modular Distance Learning

#### **INTRODUCTION**

The COVID-19 pandemic is a huge challenge to education systems (Daniel, 2020 & Tria, 2020). It has affected about 27 million learners, 1 million teachers and non-teaching staff, as well as the families of learners (Obana, 2020). Face to face teaching and learning process of students and teachers within the school has been suspended due to the COVID-19 pandemic (Al Nisr Publishing LLC, 2020). Since there will be no face-to-face learning, this has paved the way to the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. In the Philippines, distance learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Dangle & Sumaoang, 2020).

Another challenge to carefully reconsider education with special consideration on the distinctly disadvantaged IP learners. Since the COVID-19 global outbreak early this year, a billion children and youth were affected by the school closures across the world. At the front of further inequality in education amid the crisis are the vulnerable groups that include the IP learners. Thus, aside from finding a solution to how education can be reshaped, there is a further need to look at how it could be made inclusive for the many marginalized IP learners (Cahapay, 2021). In IP areas, even cellphone and broadcast signals is weak to communicate with students and few children have access to electronic gadgets or even radios and televisions. The ways not only to address the challenge of how learning materials can be accessed, but how children can be guided in using these materials is a major concern for our Ayta students. As with elsewhere in the country, parents and other family members will have a major role in assisting young children. However, for IP communities the level of literacy and formal schooling in adults tends to be low, making this role more challenging according to Ingle (2020).

This study was done to determine the challenges being faced by teachers in implementing modular distance learning to IP students is of great help to address concerns that will eventually lead to quality education and success of the DepEd Basic Education Learning Continuity Plan.

# 2. OBJECTIVES

The study determined the challenges encountered in implementing modular distance learning to Indigenous People (IP) students by Junior High School Teachers of Olongapo City, Department of Education, Division of Olongapo City during the first quarter of the school year of 2021-2022.

# **3. MATERIALS AND METHOD**

The research study utilized a descriptive research design. According to Mc Combes (2019), descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when not much is known yet about the topic or problem, thus, making it appropriate to be used in the study which focuses on the challenges in utilizing modular distance learning for IP students during this time of the new and current COVID-19 pandemic.

Moreover, the research study employed a quantitative research method. Quantitative research is defined as the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. It is widely used in the natural and social sciences (Bhandari, 2020).

The respondents of the survey were two hundred forty (240) teachers of the selected public secondary schools in the Schools Division of Olongapo City. The respondents were chosen using total population sampling technique. There are only four (4) public secondary schools located in the Schools Division of Olongapo City that has IP students, namely: Iram High School, New Cabalan National High School, Old Cabalan Integrated School and Olongapo City National High School.

A survey questionnaire was used to gather all the necessary data regarding the challenges encountered by the teacher-respondents' strategies in implementing Modular Distance Learning to IP students amidst COVID-19 pandemic. The contents of the survey checklist were based on the study of De Villa and Manalo (2020), Secondary Teachers' Preparation, Challenges, and Coping Mechanism in the Pre -Implementation of Distance Learning in the New Normal and Abante, Cruz, Guevarra, Lanada, Macale, and Myron (2021), A Comparative Analysis on the Challenges of Online Learning Modality and Modular Learning Modality: A Basis for Training Program.

The survey questionnaire has two (2) parts. First part of the survey checklist focused on the profile of the teacher –respondents which include the age, sex, academic position, and highest educational attainment. The second part determined the challenges being faced by junior high school teachers in implementing of modular distance learning to Indigenous People (IP) students in terms of Module Development, Distribution and Retrieval of Modules, Instructional Delivery, Assessment. This part had a total of 28 items. The teachers answered from the scale ranging from 4 (Strongly Agree) to 1 (Strongly Disagree).

To test for the reliability and validity of the instrument, the questions were pilot tested to 25 teachers among the Junior High School teacher in the Municipality of Subic, Schools Division of Zambales, who were not respondents of the study. After the data had been consolidated, it was subjected to Cronbach's analysis by a Statistician and the questions were found acceptable.

The researcher asked for permission from the Schools Division Superintendent, Division of Olongapo City for the distribution of questionnaires to the respective public secondary schools. After securing the endorsement, the researcher properly coordinated to the respective school heads or principals for the administration of the questionnaire through google forms and printed questionnaire. The participants were informed of the objectives of the study so that clarity of information and correctness of answers were attained. The researcher ensured full compliance with the highest standards of research and ethical considerations throughout the conduct of the study. The demographic profile of the respondents was analyzed using descriptive statistics. The challenges encountered and the best practices in the implementation of the Modular Distance Learning to IP Students were determined using Likert Scale.

The significant difference on the challenges in the implementation of the Modular Distance Learning when respondents are grouped according to profile variables was computed using Analysis of Variance (ANOVA). All the data obtained in the instrument were tallied, tabulated, analyzed and interpreted accordingly.

# 4. RESULTS AND DISCUSSION

The computed mean age of the respondents was 34.57 years' old which clearly signifies that the typical respondent is in adulthood. The highest frequency of respondents belongs to age group 31-40 years old, with one hundred twelve (112) responses or 46.67%. In terms of sex, majority of the teacher- respondents were females with one hundred eighty-three (183) or 76.25%, while there are only fifty-seven (57) or 23.75% who are male teacher-respondents. The highest frequency of respondents was in the Teacher I position, with one hundred seven (107) responses or 44.58%. Majority of the respondents earned units in Master's Degree with one hundred forty-four (144) responses or 60%. This result suggests that the teachers of the present study are pursuing continuous professional development through engagement in advanced education.

# 1. Challenges Encountered by the Teacher-Respondents in Implementing Modular Distance Learning to IP Students

#### 1.1 Module Development

The challenges encountered by the teacher-respondents in module development in implementing modular distance learning to IP students were presented in Table 1.

-				
Mo	dule Development	Weighted	Qualitative	Rank
	-	Mean	Rating	
1.	The content of the developed modules is not	2.60	Agree	4
	aligned with the MELCs (Most Essential Learning		-	
	Competencies).			
2.	There are not enough learning resources for	2.64	Agree	3
	reference in module development.		-	
3.	Modules are not quality assured and contains	2.42	Disagree	6
	erroneous information.		-	
4.	Modules are not written and developed by expert	2.26	Disagree	7
	individuals.		-	
5.	No available approved template for module	2.46	Disagree	5
	development.		-	
6.	No available laptop or android phones for module	2.97	Agree	1
	development.		-	
7.	Insufficient trainings attended regarding module	2.81	Agree	2
	development.		_	
Ov	erall Weighted Mean	2.59	Agree	
	-		-	

 
 Table 1

 Challenges Encountered in Module Development in Implementing Modular Distance Learning to IP Students

The teacher-respondents "Agreed" on the statement "6. No available laptop or android phones for module development.", as manifested by the highest recorded weighted mean value of 2.97. On the other hand, the teacher-respondents "Disagreed" that "4. Modules are not written and developed by expert individuals", with the lowest weighted mean of 2.26. The computed overall weighted mean on the responses was 2.59 with qualitative interpretation of "Agreed". The development of modules is considered vital for the successful implementation of Modular Distance Learning, however, teachers are experiencing challenges especially in the provision of IT equipment and gadgets such as laptops or desktops to be used by the teachers. The teachers also need sufficient trainings or webinars in order to enhance their knowledge and skills in the development of the self-learning modules. In the study of Dangle & Sumaoang (2020), It was revealed that one of the main challenges that emerged were lack of school funding in the production and delivery of modules

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

The challenges encountered by the teacher-respondents in distribution and retrieval in implementing modular distance learning to IP students were presented in Table 2.

Table 2
Challenges Encountered in Distribution and Retrieval in Implementing
Modular Distance Learning to IP Students

Dis	tribution and Retrieval of Modules	Weighted	Qualitative	Rank
		Mean	Rating	
1.	Limited available materials and equipment for the printing of Self Learning Modules	3.14	Agree	3
2.	Limited number of developed SLMs for printing and distribution.	2.91	Agree	5
3.	Not enough time to print the needed SLMs for distribution.	3.20	Agree	1
4.	Proper health protocols are not being followed in the distribution and retrieval of SLMs.	2.20	Disagree	7
5.	Unavailability of parents or guardians of IP Learners to get and submit modules.	3.16	Agree	2
6.	Teachers have contracted the COVID-19 disease in the workplace.	2.78	Agree	6
7.	The retrieved answer sheets and modules are incomplete.	3.03	Agree	4
Ov	erall Weighted Mean	2.92	Agree	

In terms of the challenges encountered in distribution and retrieval of modules in implementing modular distance learning to IP students, it can be noted on Table 2 that the teacher-respondents "Agreed" on the statement "3. Not enough time to print the needed SLMs for distribution", as manifested by the highest recorded weighted mean value of 3.20. On the other hand, the teacher-respondents "Disagreed" that "4. Proper health protocols are not being followed in the distribution and retrieval of SLMs", with the lowest weighted mean of 2.20. The computed overall weighted mean on the responses was 2.92 with qualitative interpretation of "Agreed". According to Melorin (2021), teachers exert efforts to print sufficient number of self-learning modules to be distributed to the learners. Another experience is that the majority of the parents did not follow their assigned schedule in getting and retrieving the modules which resulted in the unnecessary reporting back to schools of the teachers and thus, giving rise to a huge health risk for the teachers given the circumstances of the COVID-19 infection.

# 1.3 Instructional Delivery

The challenges encountered by the teacher-respondents in instructional delivery in implementing modular distance learning to IP students were presented in Table 3. In terms of the challenges encountered in instructional delivery in implementing modular distance learning to IP students, it can be noted on Table 3 that the teacher-respondents "Strongly Agreed" on the statement "4. Cellphone signal or internet connection is weak to communicate with students", as manifested by the highest recorded weighted mean value of 3.39. Furthermore, the teacher-respondents "Agreed" on the statement "2. There were no available devices for communicating with students", with the lowest recorded weighted mean of 2.68.

The computed overall weighted mean on the responses was 3.17 with qualitative interpretation of "Agreed". The geographical location of the homes of the IP students was also identified to be one of the reasons why teachers are having difficulties to communicate with them virtually thus, raising the need for other strategies such as home visitations.

This is also congruent to the study of Lepaen (2021) wherein it is concluded that public school teachers encountered poor internet connection in modular distance learning. Aside from this, some parents cannot go to school to get the module due to financial incapacity. Learners had a hard time coping up with modular instruction, thus, creating a large gap on student learning. This can also be due to the fact that not all students have their own gadgets. Furthermore, pupils have difficulty in answering the modules without the teacher supervision (Anzaldo, 2021).

Table 3
<b>Challenges Encountered in Instructional Delivery in Implementing</b>
Modular Distance Learning to IP Students

Ins	tructional Delivery	Weighted Mean	Qualitative Rating	Rank
1.	Students tend to copy the key answer part of the module without understanding the lessons.	3.34	Strongly Agree	2
2.	There were no available devices for communicating with students.	2.68	Agree	7
3.	There is limited support or assistance from the IP students' family members.	3.14	Agree	6
4.	Cellphone signal or internet connection is weak to communicate with students.	3.39	Strongly Agree	1
5.	Content of the modules are not translated to the dialect of the IP students.	3.27	Strongly Agree	3
6.	Lessons cannot be delivered and explained by teachers directly to the students.	3.18	Agree	5
7.	Performance tasks are often not done and submitted by the IP Learners.	3.20	Agree	4
Ov	erall Weighted Mean	3.17	Agree	

#### 1.4 Assessment

The challenges encountered by the teacher-respondents in assessment in implementing modular distance learning to IP students were presented in Table 4.

Table 4							
Challenges Encountered in Assessment in Implementing							
Modular Distance Learning to IP Students							

Ass	sessment	Weighted Mean	Qualitative Rating	Rank
1.	It is not possible to prevent cheating in summative tests.	3.05	Agree	2.5
2.	The process of preparing and evaluating assessment tools requires a lot of time and effort.	3.05	Agree	2.5
3.	It is not possible to completely assess the knowledge and skills of the students.	2.78	Agree	5
4.	There is no guarantee that the students are the one who answers their summative tests.	3.04	Agree	4
5.	Parents are the one answering the summative tests of the students.	3.12	Agree	1
6.	LAC session regarding assessment of students' academic performance is not conducted.	2.30	Disagree	6
7.	The guideline for assessment of students' academic performance is not clear.	2.18	Disagree	7
Ov	erall Weighted Mean	2.79	Agree	

In terms of the challenges encountered in assessment in implementing modular distance learning to IP students, it can be noted on Table 4 that the teacher-respondents "Strongly Agreed" on the statement "5. Parents are the one answering the summative tests of the students.", as manifested by the highest recorded weighted mean value of 3.12. On the other hand, the teacher-respondents "Disagreed" on the statement "7. The guideline for assessment of students' academic performance is not clear", with the lowest computed weighted mean of 2.18. The computed overall weighted mean on the responses was 2.79 with qualitative interpretation of "Agree". It was revealed that teachers encountered challenges in the assessment of students' learning. The major concern of the teachers focused on the reliability of the answer sheets being submitted by the students whether academic honesty is practiced by the students and their family members. The teachers reiterated that cheating is really difficult to prevent during the modular distance learning.

As schools across the country continued the implementation of distance learning, educators have identified several challenges with the new way of delivering lessons to students at home. One challenge that concerns the teachers is that students may not be the ones answering the activity sheets. According to Estela Cariño, director of the Department of Education's office in the Cagayan Valley region, there are learners who do not have parents that could help them in studying their lessons at home while there are parents who answer the SLMs for their children (Bernardo, 2020).

### 1.5 Summary

Implementing Modular Distance Learning to IP Students								
Challenges Encountered in the Implementation of MDL	Overall Weighted Mean	Qualitative Rating	Rank					
Module Development	2.59	Agree	4					
Distribution and Retrieval of Modules	2.92	Agree	2					
Instructional Delivery	3.17	Agree	1					
Assessment	2.79	Agree	3					
Grand Mean	2.87	Agree						

# Table 5 Summary on the Challenges Encountered by the Teacher-Respondents in Implementing Modular Distance Learning to IP Students

Table 5 shows the summary on the challenges encountered by the teacher-respondents in implementing modular distance learning to IP students.

It can be noted that the teacher-respondents "Agreed" that they encountered challenges in terms of "Instructional Delivery", as manifested with the highest overall weighted mean of 3.17, followed by "Distribution and Retrieval of Modules", with an overall weighted mean of 2.92; "Assessment", with an overall weighted mean of 2.79; and "Module Development", with the lowest computed overall weighted mean of 2.59.

The computed grand mean of responses was 2.87, with a qualitative interpretation of "Agree". The results manifest that the teacher-respondents have really encountered challenges in terms of implementing the modular distance learning especially in terms of instructional delivery.

#### 2. Analysis of Variance on the Difference in the Challenges Encountered by the Teacher-Respondents in Implementing Modular Distance Learning to IP Students when Respondents are Grouped According to the Demographic Profile Variables

# 2.1 Module Development

Table 6 shows the Analysis of Variance to test the difference in the challenges encountered in module development in implementing modular distance learning to IP Students when respondents are grouped according to demographic profile variables of age, sex, teaching position and highest educational attainment respectively.

The computed P-values for sex (0.939) and highest education attainment (0.125) were greater (>) than 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the challenges encountered in module development in implementing modular distance learning to IP Students when respondents are grouped according to sex and highest educational attainment. On the other hand, the P-value of teaching position (0.000) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference when respondents are grouped according to age and teaching position.

The data demonstrates that the challenges encountered in terms of module development varies as to age groups and teaching positions of the respondents. Furthermore, there is no statistically detected difference in the challenges encountered by the male and female respondents and their highest educational attainment. According to Malipot (2020), the Department of Education (DepEd) maintained creating modules is a collective effort which requires participation from teachers. The modules also reflect what teachers believe should be included in these learning materials. Rather than use something that somebody made, she noted that most teachers prefer using materials they created themselves.

Table 6
Difference in the Challenges Encountered in Module Development in Implementing
Modular Distance Learning to IP Students when Respondents are Grouped
According to the Demographic Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
	Between Groups	6.032	4	1.508	6.548	0.000	Ho is rejected
Age	Within Groups	54.127	235	0.23			Significant
	Total	60.159	239				
	Between Groups	0.002	1	0.002	0.006	0.939	Do not reject Ho
Sex	Within Groups	60.158	238	0.253			Not Significant
	Total	60.159	239				
Teaching	Between Groups	13.273	3	4.424	22.269	0.000	Ho is rejected
Position	Within Groups	46.887	236	0.199			Significant
	Total	60.159	239				
Highest Educational	Between Groups	1.445	3	0.482	1.935	0.125	Do not reject Ho
Attainment	Within Groups	58.715	236	0.249			Not Significant
	Total	60.159	239				

#### 2.2 Distribution and Retrieval of Modules

#### Table 7

#### Difference in the Challenges Encountered in Distribution and Retrieval of Modules in Implementing Modular Distance Learning to IP Students when Respondents are Grouped According to the Demographic Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
	Between Groups	5.927	4	1.482	14.152	0.000	Ho is rejected
Age	Within Groups	24.605	235	0.105			Significant
	Total	30.532	239				
	Between Groups	0.009	1	0.009	0.067	0.796	Do not reject Ho
Sex	Within Groups	30.524	238	0.128			Not Significant
	Total	30.532	239				
Teaching	Between Groups	10.234	3	3.411	39.664	0.000	Ho is rejected
Position	Within Groups	20.298	236	0.086			Significant
	Total	30.532	239				
Highest Educational	Between Groups	2.67	3	0.89	7.537	0.000	Ho is rejected
Attainment	Within Groups	27.863	236	0.118			Significant
	Total	30.532	239				

Table 7 shows the Analysis of Variance to test the difference in the challenges encountered in distribution and retrieval of modules in implementing modular distance learning to IP Students when respondents are grouped according to demographic profile variables of age, sex, teaching position and highest educational attainment respectively.

The computed P-value for sex (0.796) was greater (>) than 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the challenges encountered in module development in implementing modular distance learning to IP Students when respondents are grouped according to sex. On the other hand, the P-values for age (00.000), teaching position (00.000) and highest educational attainment (00.000) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference when respondents are grouped according to age,

teaching position, and highest educational attainment. The result signifies the divergence on the challenges encountered in terms of distribution and retrieval of modules as to age, teaching positions and highest educational attainment of the teacher-respondents. Furthermore, there is no statistically detected difference in the challenges encountered by the male and female respondents.

In the study conducted by Macaraeg, Barcelo, Reyes, Merculio, Bernardo, and Santos (2021), MDL implementation can put teachers' health at risk during module distribution and retrieval, resulting in an increase in workload for teachers, particularly when it comes to sorting and packing modules, as well as additional costs for school and office supplies, health and safety supplies, transportation allowances, and communication allowances.

#### 2.3 Instructional Delivery

Table 8 shows the Analysis of Variance to test the difference in the challenges encountered in instructional delivery in implementing modular distance learning to IP Students when respondents are grouped according to demographic profile variables of age, sex, teaching position and highest educational attainment respectively.

The computed P-value for sex (0.814) was greater (>) than 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the challenges encountered in module development in implementing modular distance learning to IP Students when respondents are grouped according to sex. On the other hand, the P-values for age (0.000), teaching position (00.00) and highest educational attainment (0.018) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference when respondents are grouped according to age, teaching position, and highest educational attainment. The data demonstrates a divergence in the challenges encountered in terms of instructional delivery as to the age, teaching positions and highest educational attainment of the respondents. Furthermore, there is no statistically detected difference in the challenges encountered by the male and female respondents.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
	Between Groups	3.704	4	0.926	9.805	0.000	Ho is rejected
Age	Within Groups	22.195	235	0.094			Significant
	Total	25.900	239				
	Between Groups	0.006	1	0.006	0.055	0.814	Do not reject Ho
Sex	Within Groups	25.894	238	0.109			Not Significant
	Total	25.900	239				
Teaching	Between Groups	4.277	3	1.426	15.561	0.000	Ho is rejected
Position	Within Groups	21.623	236	0.092			Significant
	Total	25.900	239				
Highest Educational	Between Groups	1.073	3	0.358	3.401	0.018	Ho is rejected
Attainment	Within Groups	24.826	236	0.105			Significant
	Total	25.900	239				

# Table 8 Difference in the Challenges Encountered in Instructional Delivery in Implementing Modular Distance Learning to IP Students when Respondents are Grouped According to the Demographic Profile Variables

# 2.4 Assessment

Table 9 shows the Analysis of Variance to test the difference in the challenges encountered in assessment in implementing modular distance learning to IP Students when respondents are grouped according to demographic profile variables of age, sex, teaching position and highest educational attainment respectively.

The computed P-value for sex (0.791) was greater (>) than 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the challenges encountered in module development in implementing modular distance learning to IP Students when respondents are grouped according to sex. On the other hand, the P-values for age (0.000), teaching position (0.000) and highest educational attainment (0.000) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null

Hypothesis is rejected and that there is a significant difference when respondents are grouped according to age, teaching position, and highest educational attainment.

Grouped According to the Demographic Profile Variables								
Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation	
	Between Groups	12.017	4	3.004	14.488	0.000	Ho is rejected	
Age	Within Groups	48.730	235	0.207			Significant	
	Total	60.747	239					
	Between Groups	0.018	1	0.018	0.070	0.791	Do not reject Ho	
Sex	Within Groups	60.729	238	0.255			Not Significant	
	Total	60.747	239					
Teaching	Between Groups	18.706	3	6.235	35.002	0.000	Ho is rejected	
Position	Within Groups	42.042	236	0.178			Significant	
	Total	60.747	239					
Highest Educational	Between Groups	5.174	3	1.725	7.324	0.000	Ho is rejected	
Attainment	Within Groups	55.573	236	0.235			Significant	
	Total	60.747	239					

Table 9
Difference in the Challenges Encountered in Assessment in Implementing
Modular Distance Learning to IP Students when Respondents are
Grouped According to the Demographic Profile Variables

The result signifies that the challenges encountered in terms of assessment by the teacher-respondents varies in terms of the age, teaching positions and highest educational attainment of the respondents. Furthermore, there is no statistically detected difference in the challenges encountered by the male and female respondents.

According to Montemayor (2020), the Department of Education reminded that a variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery. Assessment and feedback should be a shared responsibility among teachers, learners and their families.

In the study conducted by Chan, Marasigan & Santander (2021) that explored multigrade teachers' experiences and learning assessments on modular remote teaching during the COVID-19 pandemic, results uncovered multigrade teachers' experiences and conduct of learning assessments which include: traversing arduous path where distribution and retrieval of modules are located; and video lessons and supplementary reading materials were made to combat insufficient supply of learning materials and poor internet access.

# **5. CONCLUSION**

Based on the results of the study, the researcher concluded that the majority of the teacher-respondent are female in their adulthood stage with a teaching position of Teacher I and highest educational attainment of having units in master's degree. The teacher-respondents agreed that they encountered challenges in implementing modular distance learning to Indigenous People (IP) students in terms of instructional delivery with the highest overall weighted mean. The results of analysis of variance computation revealed a significant difference in the challenges encountered in terms of module development in implementing modular distance learning to IP students when grouped according to age and teaching position. Significant difference in the challenges encountered in terms of distribution and retrieval, instructional delivery and assessment when respondents are grouped according to age, teaching position and highest educational attainment.

# 6. RECOMMENDATION

Based on the conclusions arrived, School Heads should allow and maximize the use of schools' learning devices such as computer units and laptops must be done so that teachers can have access to these devices and use them in the development of learning resources for IP Students. Teachers should prepare Weekly Home Learning Plan (WHLP) regularly communicated to parents/guardians for their reference and guidance alongside with Self-Learning Modules and Learning Activity Sheets.

Schools Division Office and School Heads should purchase digital printing machines and supplies for the reproduction on the quantity of needed modules and Learning Activity Sheets. Schools should develop partnership with Barangay Local Government Units and other potential stakeholders to aid in the distribution and retrieval of modules to identified IP Learners who do not have available family members to get and submit their modules to the school. Teachers should conduct the reiteration and wide dissemination of academic honesty policy to all students and parents through printed materials, orientation, or social media platforms. The Schools Division Office should conduct trainings for teachers integrating techniques on module development, assessment of students' academic performance, and instructional delivery of lessons to Indigenous People (IP) students.

#### REFERENCE

- 1. Daniel, S. (2020). Education and the COVID-19 pandemic. Prospects. Retrieved from https://doi.org/10.1007/s11125-020-09464-3
- 2. Obana, J. (2020). The Manila Times: What will schools look like under the 'new normal'? Retrieved from https://www.grantthornton.com.ph/insights/articles-and-updates1/from-where-we-sit/what-will-schools-look-like-under-the-new-normal/
- Abante, A. Cruz, R., Guevarra, D., Lanada, M. Macale, M., Roque, M. Salonga, F., Santos, L. and Cabrera, W. (2021). A Comparative Analysis on the Challenges of Online Learning Modality and Modular Learning Modality: A Basis for Training Program. International Journal of Multidisciplinary Research and Analysis. Retrieved from https://ijmra.in/v4i4/Doc/17.pdf
- 4. Al Nisr Publishing LLC (2020). Philippines delays start of school year as COVID-19 surges. Retrieved from https://gulfnews.com/world/asia/philippines/philippines-delays-start-of-school-year-as-covid-19-surges-1.1597402912974
- Dangle, Y. and Sumaoang, J. (2020). The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. Retrieved from https://www.dpublication.com/wp-content/uploads/2020/11/27-427.pdf
- 6. Cahapay, M. B. (2021). Philippine Basic Education Learning Continuity Plan: Creating Space for Indigenous Peoples Toward Inclusive post-COVID-19 Education. International Journal of Pedagogical Development and Lifelong Learning, 2(1), ep2102.
- 7. https://doi.org/10.30935/ijpdll/9294McCombes, S. (2019). Descriptive Research. Retrieved from https://www.scribbr.com/methodology/descriptive-research/
- 8. Bhandari, P. (2020). An introduction to quantitative research. Retrieved from https://www.scribbr.com/methodology/quantitative-research
- De Villa, J., Manalo, F., Secondary Teachers' Preparation, Challenges, and Coping Mechanism in the Pre Implementation of Distance Learning in the New Normal, IOER INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, VOL. 2, NO. 3 pp.144 – 154
- 10. Melorin, M. (2021). Module Distribution and Retrieval: A Challenge. Retrieved from https://www.depedsanjuancity.ph/single-post/module-distribution-and-retrieval-a-challenge
- Lepaen, L. (2020). Encountered of Secondary School Teachers in Modular Distance Learning (MDL) In District II-E: A Literature Review. Global Scientific Journals. Retrieved from https://www.globalscientificjournal.com/
- Anzaldo, G. (2021). Modular Distance Learning in the New Normal Education Amidst Covid-19. International Journal of Scientific Advances. Retrieved from https://www.ijscia.com/wpcontent/uploads/2021/05/Volume2-Issue3-May-Jun-No.79-263-266.pdf
- 13. Bernardo, J. (2020). Module delivery, parents answering activity sheets: Challenges seen in distance learning simulations. Retrieved from https://news.abs-cbn.com/news/08/31/20/module-delivery-parents-answering-activity-sheets-challenges-seen-in-distance-learning-simulations
- Malipot, M. (2020). Teachers' participation in module-writing for blended learning 'crucial' DepEd. Retrieved from https://mb.com.ph/2020/07/11/teachers-participation-in-module-writing-for-blendedlearning-crucial-deped/
- 15. Macaraeg, C., Barcelo, R., Reyes, D., Merculio, M., Bernardo, J. and Santos, D. (2021). Modular Distance Learning Expenses of Senior High School Teachers amidst the Pandemic. Retrieved from https://ijels.com/upload\_document/issue\_files/35IJELS-106202111-Modular.pdf
- 16. Montemayor, T. (2020). DepEd releases assessment, grading guidelines. Retrieved from https://www.pna.gov.ph/articles/1117471
- 17. Chan, J., Marasiga, A. and Santander, N. (2021), Multigrade teachers' experiences and learning assessments on modular remote teaching during the COVID-19 pandemic. Retrieved from https://www.researchgate.net/profile/Joefrey-

Chan/publication/350848604\_Multigrade\_teachers'\_experiences\_and\_learning\_assessments\_on\_modular\_r

emote\_teaching\_during\_the\_COVID-19\_pandemic/links/6077a602881fa114b402b47c/Multigrade-teachers-experiences-and-learning-assessments-on-modular-remote-teaching-during-the-COVID-19-pandemic.pdf

pandemic.pdf
18. Ingle, N. (2020). Indigenous People's Education During COVID-19: An Environmentalist's Perspective. Retrieved from https://arete.ateneo.edu/connect/indigenous-peoples-education-during-covid-19-anenvironmentalists-perspective