

Basic Education Teachers' Perspective Towards Modular Learning

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Abstract— This research study was conducted to evaluate teachers' perspective on modular learning using a descriptive design with both quantitative and qualitative methods. Results showed that most of the teachers, in terms of educational attainment, are bachelor's degree holders (87%), while 13% are master's degree holders. Most teachers (60%) have less than 10 years of experience, while a smaller group (40%) have more than 10 years. Regarding teacher efficacy, respondents had a very positive perception, while their views on module content, learner understanding, skills promotion, and module timeliness were fairly positive. However, teachers had a fairly negative perception of student engagement.

The top themes from teachers' experiences with modular learning included: preference for teacher assistance and presence over modules, difficulty in delivering lessons, and students' lack of reading and writing skills. The main challenges teachers faced were late module submissions, parents completing modules for students, and students' difficulty in reading and writing. These findings suggest that while teachers see some benefits in modular learning, challenges remain in its implementation, especially regarding student engagement and academic preparedness.

Keywords— Elementary Learners, Modular learning, Teachers' Perspective.

I. INTRODUCTION

Modular learning in the Philippines, which involves instruction that students can learn independently from printed or digital materials, has emerged as an important delivery mode for basic education implementation that usually begins during the health crisis due to the COVID-19 (Talimodao and Madrigal, 2021). Talimodao and Madrigal further added that many basic education teachers use modular learning which involves self-paced learning through printed materials as an effective way of continuing education amid school closures and limited access to online platforms. According to Ogana (2021), while teachers acknowledged the importance of modular learning in continuing education during school closures, they faced several challenges. It was also stated in her study that there is indeed a difficulty in ensuring student participation, assessing learning outcomes, and providing timely feedback. Teachers also reported issues in module distribution and the lack of resources. Additionally, Pastor et al. (2022) explored the practices, challenges, and coping mechanisms experienced by both teachers and students during the transition to modular distance learning and identified initial challenges such as delays in the distribution of modules, difficulty in

tracking students' academic progress, and limited communication between teachers and learners.

Teachers typically enjoy the flexibility that modular learning provides in terms of catering to students' particular needs but many are concerned about the reduced face-to-face connection, which might influence students' social and emotional development (Chalke, 2023). Moreover, based on the study conducted by Perez (2024), the task of producing, delivering, and reviewing modules as well as retrieval, availability, and feedback mechanisms related to learning materials can also be burdensome for both parents and educators. However, despite limited prior experience with distance education, teachers have demonstrated adaptability. Additionally, a study conducted by Napalit, A., Tayag, & Napalit, J., (2021); Nurhikmah et al., (2024) on assessing teachers' readiness for online learning during the COVID-19 pandemic revealed that, although implementation was not fully optimized, educators addressed challenges related to training, attitude, technological competence, time management, pedagogy, and methodology.

Prior to the pandemic, the Philippines had already taken legislative steps to promote distance learning. Republic Act No. 10650, known as the "Open Distance Learning

Act," was enacted on December 9, 2014, with the goal of expanding and democratizing access to quality higher education and technical educational services in the country through open learning modalities (Republic of the Philippines, 2014). Furthermore, this act laid the foundation for the broader implementation of distance learning across various educational levels during the health crisis.

Similarly, a study by Garcia and Flores (2022) investigated the pedagogical practices in the new normal, particularly within the context of modular distance learning. In addition, the research identified that teachers adapted their instructional strategies to better cater to students' varying learning capacities, emphasizing individualized instruction and timely feedback. These adaptations facilitated more effective monitoring of student activities, especially for those requiring additional guidance, thereby enhancing the overall quality of instruction.

Furthermore, Castroverde and Acala (2022) examined the challenges faced by teachers in implementing modular distance learning and the coping mechanisms they employed. The study highlighted that, despite challenges such as planning and preparing modules, collecting information on student performance, and

assessing student outputs, teachers developed strategies to monitor and support students effectively. Moreover, these included timely feedback and close coordination with parents, which were found to positively address issues related to student engagement and learning outcomes.

The researchers of this study aimed to understand the teachers' perspective on students' modular learning and

their level of readiness for the new normal of education. Specifically, the researchers tried to evaluate the perception of teachers regarding the readiness of the school and students for the demands of modular learning, which is now a part of the Philippines' educational system.

Hypothetical Framework

This study is conducted to address the gap and to determine the teachers' perspective towards modular learning. Figure 1 below shows the variables used in the study. The independent variables are modular learning, module content learners' understanding, promotion of skills, modules' timeliness and relevance, students' engagement, and teachers' efficacy. The dependent variable is the perspective of teachers in the school.

Research Paradigm

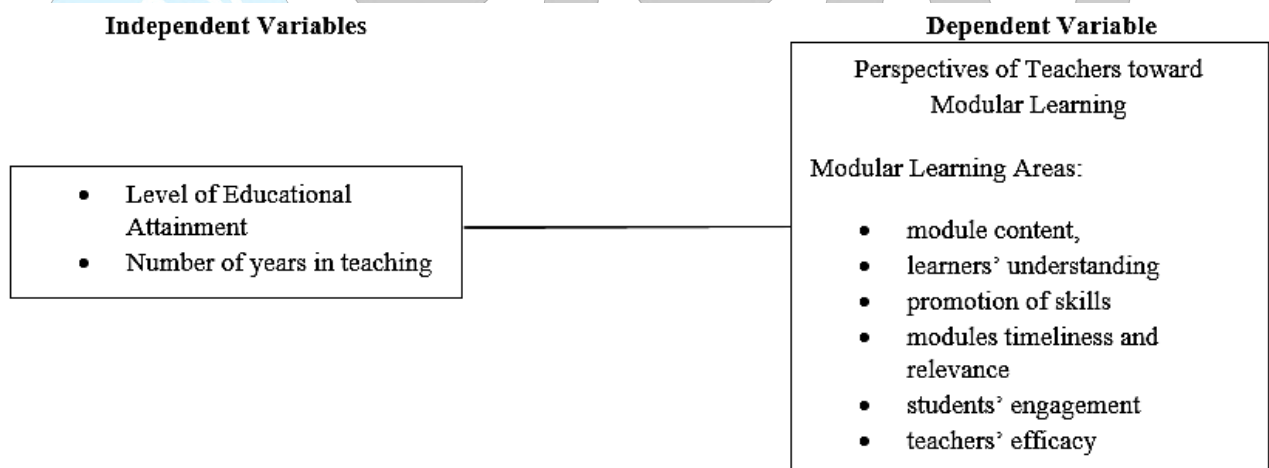


Figure 1. Schematic Diagram of the paradigm of Research Variable

II. REVIEW OF RELATED LITERATURE

As schools transitioned to distance learning, modular education became a key strategy for reaching students in places where access to technology is limited. By adopting this method, the Philippines provided its learners with another way to cope without letting education become stagnant, especially during the time of the epidemic when regular school was definitely

impossible. Teacher's views on modular learning are a blend of excitement for the flexibility it offers and nervousness about its shortcomings.

Gatus and Vargas (2022) stated that teachers have found modular learning to be beneficial in offering structured, self-paced materials, but they also identified issues in maintaining student interest and understanding without

direct teacher intervention. Similarly, Alvarez (2020) emphasized how modular learning promotes student autonomy, allowing learners to study at their own pace. However, he also noted that teachers frequently struggle with a lack of real-time engagement, which can impair their ability to effectively monitor student progress.

Bayron (2023) research stressed the necessity of sufficient teacher training and resource development for improving the effectiveness of modular learning. These studies highlight the complexities of instructors' experiences with this modality, demonstrating both its potential and problems in the current educational landscape.

According to Cabardo et al. (2022), the pandemic accelerated the use of modular learning modalities in the Philippines, with the Department of Education (DepEd) making significant strides in developing printed learning materials. They discussed the challenges faced by teachers in implementing these modules, particularly in terms of time constraints and insufficient training in module preparation. Additionally, teachers' feedback revealed that the modules often lacked clarity, leading to difficulties in student comprehension and engagement.

Bustillo and Aguilos (2022) examined the impact of modular learning during the COVID-19 pandemic in the Philippines, finding that while modular learning facilitated continued education amidst school closures, it also exacerbated existing inequalities due to the digital divide. The researchers highlighted that those students in remote areas faced significant challenges, including limited access to online resources and difficulties in understanding module contents without direct teacher support. They further recommended integrating both digital and non-digital approaches in distance learning to better accommodate diverse student populations.

Dr. Michael G. Moore, a prominent figure in distance education, introduced the Transactional Distance Theory (TDT), which highlights the separation between teachers and students in distance learning environments. This separation can create communication gaps, leading to misunderstandings between instructors and learners (Moore and Kearsley, 1996). According to Moore (1997), the success of distance learning depends on three key factors: dialogue, structure, and learner autonomy. Dialogue goes beyond simple two-way communication. It involves all forms of interaction between teachers and students, framed by clearly defined educational goals,

cooperation, and problem-solving efforts to address learners' needs.

The study of Achuthan et al. (2024) reviews the application of Transactional Distance Theory (TDT) in distance learning. It traces the development of TDT, highlighting the importance of dialogue, structure, and learner autonomy in reducing transactional distance. The study identifies emerging trends such as the role of technology, learner autonomy, and the rise of blended and hybrid learning models. It also discusses the impact of the COVID-19 pandemic, which shifted many educational settings online and highlighted the need for adaptive course structures. The study concludes by suggesting further research on how TDT can be adapted to diverse student populations, particularly in areas with limited access to technology.

Another was the study of Batita and Chen (2022) that explored how dialogue, course structure, and learner autonomy impact transactional distance among computer science students in e-learning environments during the COVID-19 pandemic. The research found that increased dialogue and a flexible course structure help reduce transactional distance, leading to better student engagement and learning outcomes. Additionally, the study highlights the critical role of learner autonomy in fostering a sense of control over learning, which further mitigates transactional distance in online education.

The study by Jayme and Maguate (2023) examined the issues and concerns faced by teachers in implementing the modular distance learning (MDL) approach in the Philippines. The study found that teachers experienced significant difficulties with planning, preparing, and distributing modules, monitoring student progress, and providing timely feedback. The study also highlighted issues such as lack of access to resources like internet connectivity and devices, inadequate training for teachers on the MDL approach, and the challenge of ensuring student engagement and participation in the absence of face-to-face interactions. Despite these obstacles, teachers employed strategies such as time management, innovation in teaching methods, and flexibility in adapting to new educational norms. The study emphasizes the need for collaborative efforts from various stakeholders such as schools, parents, and local government units to improve the delivery and effectiveness of modular distance learning.

Perez (2024) explored the perspectives of teachers, parents, and learners in a public elementary school in the Philippines regarding the implementation of modular instruction during the COVID-19 pandemic. It highlights differences in views on teaching effectiveness, with teachers acknowledging difficulties in engaging students, while parents express concerns about their ability to support their children's learning. The study also addressed the challenges in assessment reliability, with teachers struggling to provide consistent evaluations and learners expressing uncertainty about their assessments. Additionally, it identified issues with feedback mechanisms, noting that both teachers and learners face difficulties in maintaining effective communication, with teachers unable to offer timely or individualized feedback, leaving learners feeling disconnected from the learning process.

Boholano, Jamon, and Cabanes-Jamon (2022) conducted a phenomenological study to explore the experiences of 45 public school teachers in Cebu Province, Philippines, regarding modular-distance learning. The study identified six key themes. Teachers recognized the benefits of self-paced learning for students but expressed concern over the uncertainty of student learning outcomes. They highlighted challenges in assessment, evaluation, and feedback, along with the additional burdens of module preparation, distribution, and grading. Resource limitations, such as the lack of teaching materials and support, were also significant concerns. The study called for ongoing improvements in the modular learning system to better support teachers and enhance educational quality.

III. METHODOLOGY

This study used a descriptive research methodology that combined qualitative and quantitative approaches to investigate teachers' perceptions on modular learning (Cahapay et. al., 2023). As discussed by McCombes 2023, descriptive research is primarily concerned with systematically and accurately portraying the characteristics of a particular individual, group, situation, or phenomenon. According to Creswell and Plano Clark (2018), mixed methods research is defined as an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The independent factors were respondents' educational attainment and length of service, while the dependent variables were module content, learner

understanding, skill promotion, timeliness, relevance, student engagement, and teacher efficiency.

This study used a total population sampling and included 15 teachers from an Elementary School, District of Leganes, Schools Division of Iloilo, Philippines. Data were collected using a questionnaire that included both closed-ended (quantitative) and open-ended (qualitative) items.

Participant Consent Form

The researchers obtained formal approval from the school administrators before proceeding with data collection. To ensure transparency, the purpose of the study was clearly communicated to the participants through an informed consent form, which emphasized the importance of providing honest and accurate responses. Furthermore, participants were assured that all collected data would be treated with the utmost confidentiality, in full compliance of the Philippine Data Privacy Act of 2012, Republic Act 10173 and in accordance with ethical standards to protect their rights and well-being throughout the research process.

Data Gathering Procedure

The researchers ensured ethical practices by providing the questionnaire along with a consent form to guarantee the voluntary participation of all respondents. Questionnaires were then personally distributed to the participants to ensure proper engagement and understanding. Participants were given the opportunity to ask questions about any unfamiliar terms or concepts. Furthermore, there was also an allotted time for the participants to understand their privacy rights and the confidentiality of the data being collected. Additionally, participants were informed of their right to withdraw from the study at any time without facing any repercussions. The objectives of the study were clearly communicated to all participants. Before distributing the research protocol, the researchers gave comprehensive instructions. The researchers also made it clear that participants could contact them at any time with questions regarding the study or the survey tools. Completing the questionnaire took participants approximately 15 to 20 minutes.

Data Analysis Procedure

The mean was used to evaluate the respondents' profiles, and descriptive statistics with a Likert scale were used to investigate modular learning characteristics. Qualitative responses were evaluated using frequency counts and thematic analysis. This technique yielded a

thorough grasp of educators' opinions on modular learning.

IV. RESULTS AND DISCUSSION

Participants had a fairly positive perception of modular learning, with notable strengths in teacher efficacy (M = 1.4000) and module content (M = 2.0000). However, student engagement (M = 2.8889) was perceived negatively, indicating that learners had difficulty sustaining interest and responsibility in modular tasks. The standard deviations across variables showed moderate to high variability in perceptions, suggesting a range of experiences among teachers.

Despite their positive outlook on certain aspects, teachers faced significant challenges. They noted issues such as ineffective lesson delivery, limited comprehension among students, and the lack of face-to-

face interaction. Many learners struggled with reading and writing, while some parents completed the modules on behalf of their children, resulting in inaccurate assessment of student performance. Delayed submission of modules further hindered timely evaluation and feedback.

Teachers strongly preferred face-to-face learning, believing their physical presence was essential in guiding students. The abrupt shift to modular instruction created communication gaps and weakened lesson delivery (Galimpin et al., 2023). Factors such as low student motivation, online game addiction, and limited parental support exacerbated the situation. Nevertheless, teachers remained dedicated, provided consultations and support, and emphasized the need for improved learning materials and engagement strategies to make modular learning more effective.

Table 1. Demographic Characteristics of the Participants

Variable	Frequency	Percentage
Educational Attainment		
Bachelor's Degree	13	87%
Master's Degree	2	13%
Length of Service		
10 years and below	9	60%
10 years and above	6	40%

The data presented in Table 1 indicates that most participants hold bachelor's degrees, with only a small number possessing master's degrees. Regarding the years of service, the majority have been teaching for 10

years or less. This suggests that there is little distinction between teachers with 10 years and above of experience and those with fewer years, as all are relatively new to the modular learning environment.

Table 2. The teachers' level of perspectives toward modular learning when classified according to modular areas.

Variables	Mean	SD	Descriptions
Module Content	2.0000	0.51946	Fairly positive perception
Learner's Understanding	2.4667	0.45075	Fairly positive perception
Promotion of Skills	2.7556	0.52654	Fairly positive perception
Module's Timeliness and Relevance	2.2222	0.39171	Fairly positive perception
Student's Engagement	2.8889	0.63828	Fairly negative perception
Teacher's Efficacy	1.4000	0.31371	Very positive perception

The data shows that teachers demonstrated strong efficacy in implementing modular learning. They actively assisted students with lessons and offered consultations.

However, student engagement emerged as the weakest aspect. Many learners showed limited responsibility, delayed module submissions, and struggled with

comprehension due to restricted communication and guidance.

While aspects such as module content, learners' understanding, promotion of skills, and timeliness and relevance were perceived positively, there remained critical gaps. These include ensuring clarity of content, enhancing creativity, and fully addressing learning competencies.

Table 3. Viewpoints of respondents after having experienced modular learning

No.	Themes
1	Teacher's assistance and presence are still best rather than modules.
2	Teachers have difficulty in delivering instructions and lessons.
3	Students do not know how to read and write.

Table 3 identifies the top three themes from teachers' perspective on modular learning. First, the teachers believe their presence and direct assistance are essential for effective learning, as many struggle to assess students' understanding through modules alone (Carreon, 2021). Second, the separation between teachers and students in distant learning often leads to communication gaps, hindering lesson delivery and causing misunderstandings (Galimpin et al., 2023). Finally, teachers face difficulties in assessing students' progress and providing adequate support due to limited resources and a lack of guidance from both teachers and parents. This has led to an increase in non-readers and poor learning outcomes, including low comprehension and difficulty following instructions (Carreon, 2021).

Despite these challenges, teachers remained committed to their roles, providing ongoing support and consultations. They emphasized the need for improved learning materials and enhanced student engagement strategies to strengthen the implementation of modular learning. The findings underscored the critical role of teacher-student interaction, active parental involvement, and well-designed learning modules in overcoming the shortcomings of modular education.

V. CONCLUSIONS

Based on the findings presented, the following conclusions were drawn:

Despite their little expertise with modular learning, participants displayed a high level of passion and effort. The majority of instructors have bachelor's degrees, with fewer holding master's degrees, and the majority have 10 years or less of teaching experience. While these qualities may not have a direct impact on students' ability to manage modular learning, they can help teachers address the issues that come with this delivery mode. Teachers' perspective on modular learning reveal that, despite their best efforts, student engagement remains a big challenge, owing mostly to students relying on parents to finish their modules and failing to take full responsibility for their learning. Teachers also struggle to deliver lectures successfully owing to a lack of direct interaction, which impairs students' comprehension and misinterpretation of instructions.

Furthermore, many students struggle with fundamental reading and writing skills, which limit their capacity to profit from modular learning.

The issues of late module submission, over-reliance on parents to complete tasks, and pupils' weak reading and writing skills highlighted the need for stronger support mechanisms. Despite these challenges, teachers continue to traverse them, exhibiting their tenacity and dedication to their pupils' education. These findings emphasized the necessity of teacher-student contact for academic performance, as well as the need for ongoing improvement in modular learning implementation practices.

VI. RECOMMENDATIONS

School administrators should implement appropriate tactics and procedures to increase the effectiveness of modular learning, resulting in better performance for both teachers and students. Students must be encouraged to take responsibility for their education, since this will result in more effective and independent learning results. Teachers should actively participate in professional development opportunities such as seminars, workshops, and online programs to improve their teaching skills and adapt to an ever-changing learning environment. Furthermore, teachers are encouraged to continue their education in order to stay up to date on innovative teaching approaches that can help them advance professionally. Parents should be more supportive in guiding their children, ensuring that they engage with the materials autonomously rather than simply doing their homework. Finally, academics should look deeper into various aspects and viewpoints that could increase modular learning, so adding to a more comprehensive knowledge of its usefulness in the educational context.

VII. FURTHER STUDY

Further studies on the current topic may be conducted with an expansion of focus on the underlying factors affecting student engagement and literacy within modular learning. Variables such as parental involvement, student self-regulation, and basic literacy skills could be further explored to better understand the dynamics of learner autonomy in a modular setup.

Investigating these areas could provide insights into how students develop responsibility over their learning and the extent to which external support influences module completion. Additionally, teachers' instructional strategies and their adaptability to limited interaction environments may be studied to assess their impact on students' comprehension and performance. As the educational landscape continues to shift in the post-pandemic era, longitudinal studies may also be valuable in observing how both students and teachers evolve in response to modular learning challenges over time.

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