

CHALLENGES AND OPPORTUNITIES OF TEACHERS IN MODULAR DISTANCE TEACHING: BASES FOR AN ACTION PLAN

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ABSTRACT

The research conducted a comprehensive assessment of 145 teachers engaged in modular distance teaching in Cabangan, Zambales this school year 2022-2023. The aim was to identify the challenges they faced and the potential opportunities for enhancing their teaching methods. The study employed a descriptive-correlation approach and collected data through a custom-designed questionnaire. The majority of respondents fell within the 30 to 39 age group, were predominantly female, held Teacher I positions, possessed Master of Arts units, and had less than five years of service. In terms of challenges, the teacher-respondents found parental support and school program implementation moderately demanding, while teaching students, improving their skills, and receiving support from administrators were deemed highly challenging. Regarding opportunities, there was moderate potential for adopting new teaching approaches, sharing pedagogical techniques, transitioning to blended learning, and involving parents as facilitators of learning. However, there was a high potential for collaborative teamwork among teachers. The research found a weak positive but statistically insignificant correlation between teacher profiles (age, position, tenure, and educational attainment) and their challenges in modular distance teaching. Similarly, there was a weak, non-significant positive correlation between teacher profiles (age, position, tenure) and their opportunities in this teaching method. However, there was a weak, non-significant negative correlation between the highest educational attainment and opportunities in modular distance teaching. Consequently, the proposed action plan to enhance teachers' modular distance teaching should be implemented.

Keywords: Challenges, Opportunities, Teachers, Modular Distance, Teaching.

INTRODUCTION

The world becomes more interconnected; so, do the threats of a coronavirus (COVID-19) pandemic that has not stopped at national borders. It has affected people irrespective of ethnicity, level of education, income or gender. Yet the same has not been true of its repercussions, which have struck the most disadvantaged hardest.

Education is no exception to this (Giannini, 2020). Learners from affluent backgrounds (Saavedra, 2020), sponsored by their parents and willing to learn (Newhall, 2020), could find their way past closed school doors to alternative learning opportunities (Aucejo, et. al., 2020). Sometimes, those from poor communities remained locked out as their schools shut down (Schleicher, 2020). This crisis has highlighted the many inadequacies and inequities in our education system (Garcia and Weiss, 2020) – from the supplies and equipment required for modular distance teaching (Soland, et. al., 2020), and the supportive environments needed to concentrate on learning, to the misalignment of resources and needs (Di Pietro, et. al., 2020).

In reaction to COVID-19 (Huang, et. al, 2020), the lockdowns disrupted traditional education with national school closures (Pietrangelo, 2020). Although the educational community has made concerted efforts (Goldin, 2020) to preserve continuity of learning over this time (Barsotti, 2020) learners have had to rely more on their own resources to continue learning remotely via printed modules (Kirby, 2020). Teachers have had to adapt to modern pedagogical principles and ways of teaching (Harris and Jones, 2020), for which they may not have been educated (Luthra, 2020). The new learning methods provided by the Department of Education (DepEd) bring panic to teachers (Phillips and Cain, 2020) because they lack skills and facts (Shah, 2017). This is why instruction and feedback are being given to teachers (Boser, 2019) to ensure that they understand the application of the Learning Delivery Modality (LDM) (Linde, 2020). The existence of LDM modules for teachers (Winebrenner, 2017) is very beneficial to them in order to gain the skills and information they need (Que, 2020) in the new normal education environment (Codamon, 2020), but it does not end up with the acquisition of instruction (Sawchuk, 2020). The real challenges are about to begin (Jin, 2020) as classes begin in October (Mateo and Romero, 2020). So, teachers continue to schedule all (Marshall, 2020) for the opening of classes (Marris, 2020).

Every episode of life is seen as a challenge or an opportunity (Burns, 2019). Every person has his or her own view (Joseph, 2017) on the things that are going on around just like the COVID-19 pandemic (Parke, 2019). Many people see this phenomenon as a challenge (Ramos, et. al., 2017), while others see it as an opportunity (Zablocki and Vrabie, 2020). For teachers, it is

considered a challenge (Rivera, 2019) because it shifts the way the lessons are delivered (Hernando-Malipot, 2020), from conventional face-to-face instruction to modular learning delivery (Wolpert-Gawron, 2017). In addition, teachers see this as a challenge (Dussault, 2018) in terms of teaching learners (Lodge, et. al., 2018), developing the abilities of learners (Sherrington, 2019), parental support (Clelland, et. al., 2017) and implementing school programs (Cabardo, 2017). On the other hand, teachers see this as an opportunity (White, 2018) when they are introduced to new approaches to teaching (Blot, 2017), pedagogy transfer (Mynbayeva, et. al. 2017), transition to blended learning (Clark, 2017), and parents as facilitators of learning (Price, 2017).

Teachers face difficulties under the current normal education system (Bintliff, 2020). These problems include teaching the learners where it is difficult for teachers to reach out to all the learners at home (Wyman, 2020), even the teachers are using different forms of communication (Madden, et. al., 2017). It is therefore quite difficult for them to develop the skills of the learners (Mumpuniarti, 2017) because the learners remain at home while learning the lessons (Smith, 2020). Not all parents have the desire and ability to support their children in their studies (Harvard, 2019). Some parents lack the ability to comprehend the handwritten details written on the modules (Goldstein, 2017). DepEd constantly implements multiple systems that have culminated in the loss of the teachers (Durisic and Bunijevac, 2017). In this phase of the pandemic, it is difficult to gather everybody to carry out the various DepEd services (Harris, 2020).

The pandemic that is taking place around the world is also an opportunity to educate (Hanstedt, 2020) because of the innovative approaches that the school can follow only to continue learning without losing the health and safety of its learners (Martinez, 2020). Transferring pedagogy that really acts as a test to teachers so that they can apply all their learning in their lives (Stenger, 2017). Transition to blended learning that leads to time demands in order to resolve the problems found in the implementation of modular distance teaching (Patterson, 2017). Parents are a facilitator in learning because they are the root and focus of the progress of their children in learning lessons (Magsambol, 2020). This helps the teacher to look at the positive effects of the COVID-19 pandemic on the education system (Thomas, 2020).

It was imperative that the researcher was convinced to carry out this study. She wanted to offer anything to ease the burden faced by the public elementary school teachers in Cabangan, Zambales, in the implementation of modular learning delivery. It was boundless honesty and vanity on the part of the researcher to contribute some essential data and knowledge to the people

of Cabangan, Zambales, by conducting this study. Considering the situation of teachers, it was fitting to focus the study on the challenges and opportunities of teachers in modular distance teaching.

This study was conducted in Cabangan, Zambales which is managed by public schools' district supervisor. Cabangan is one of the 13 municipalities of Zambales. It has 17 public elementary schools that are offering Kindergarten to Grade VI classes. One (1) school is offering Special Science Elementary School and another one (1) is offering Special Education for Gifted and Talented Learners with Special Education Needs.

All schools are managed by school heads with varying administrative positions such as Head Teacher I, Head Teacher III, Principal I, Principal II, Principal III, and Principal IV. All have sufficient infrastructure comprise of administrative building, canteen building, academic building, wash area, and school stage. All of them have school MOOE budget for the annual expenses of the school.

The various schools cater the learners who are residents of Cabangan, Zambales. Majority of the schools have internet connection, functional computer room, functional vegetable garden, and functional reading hubs. Majority of the schools have Level II School-Based Management Level of Practices.

OBJECTIVES OF THE STUDY

This main purpose of this study is to identify the challenges and opportunities of teachers in modular distance teaching in Cabangan, Zambales for School Year 2022-2023.

Specifically, the study aimed to comprehensively examine how may the profile of teacher-respondents be described in terms of age, gender, teaching position, highest educational attainment; and number of years in the service, how may the teacher-respondents' challenges in modular distance teaching be described in terms of teaching the learners, enhancement of skills of the learners, parental support, implementation of school programs and, administrators' support, how may the teacher-respondents' opportunities in modular distance teaching be described in terms of new approaches in teaching, transferring pedagogy, transition to blended learning, parents as facilitators of learning, and teamwork with teachers, is there a significant correlation between the profile of the teacher-respondents and their challenges in modular distance teaching, is there a significant correlation between the profile of the teacher-respondents and their opportunities in modular distance teaching and lastly, what action plan can be proposed to improve the modular distance teaching of the teachers.

METHODOLOGY

This study utilized a descriptive-correlational research approach in identifying the challenges and opportunities of teachers in modular distance teaching in Cabangan, Zambales for School Year 2022-2023. It employs a descriptive method to outline the teacher-respondents' profiles, challenges, and opportunities in modular distance teaching. It further incorporated a correlational method to analyze the relationship between the teacher-respondents' profiles and their encountered challenges and opportunities, as well as testing the correlation between the challenges and opportunities themselves in the context of modular distance teaching. The respondents of this study were one hundred forty-five (145) public elementary school teachers. In this study, survey questionnaire was the primary research tool in data collection. Prior to the preparation of the questionnaire, dialogues were conducted to the teachers and master teachers of Cabangan, Zambales. The questionnaire comprised three parts, focusing on the profile of the teacher-respondents, their encountered challenges encompassing teaching, learner skill enhancement, parental and administrative support, and opportunities related to innovative teaching approaches, pedagogical transfer, blended learning transition, parental involvement, and collaborative efforts among teachers.

A pilot test was conducted involving 10 teachers from Maloma Community Elementary School, San Felipe, Zambales, to ensure the clarity and comprehensibility of the items, identify areas needing additional items, and recognize any reluctance to respond to certain questions. The researcher obtained permission from the schools division superintendent of DepEd-Zambales, the public schools district supervisor of DepEd-Cabangan District, and the school heads of public elementary schools. The school heads facilitated the distribution and collection of questionnaires, and ensured informed consent from the participating teachers.

The statistical tools utilized in the interpretation of the data and testing of the hypotheses included frequency count and percentage distribution, mean, and Pearson's product moment correlation coefficient. The Likert Scale below was employed in determining the challenges and opportunities of teacher-respondents in modular distance teaching.

RESULTS AND DISCUSSION

Profile of the Teacher-Respondents

Table 1 shows the frequency and percentage distribution of the profile of the teacher-respondents by age. The table shows that of the observed number of teacher-respondents, 43 or 29.66% were aged 30 to 39 years old, 41 or 28.28% were aged 40 to 49 years old, 31 or 21.38% were aged 50 to 59 years old, and 30 or 20.69% were aged 20 to 29 years old. The mean age of the teacher-respondents was 39.53 or 40 years old.

Table 1

Frequency and Percentage Distribution of the Profile of the Teacher Respondents by Age

Age	Frequency	Percentage
50 – 59 years old	31	21.38
40 – 49 years old	41	28.28
30 – 39 years old	43	29.66
20 – 29 years old	30	20.69
Total	145	100.00
Mean Age	39.53	

Table 2 shows the frequency and percentage distribution of the profile of the teacher-respondents by gender. The table shows that of the observed number of teacher respondents, a majority or 91.03% were females, and 13 or 8.97% were males.

Table 2

Frequency and Percentage Distribution of the Profile of the Teacher Respondents by Gender

Gender	Frequency	Percentage
Male	13	8.97
Female	132	91.03
Total	145	100.00

Table 3 shows the frequency and percentage distribution of the profile of the teacher-respondents by teaching position. The table shows that of the observed number of teacher-respondents, a majority or 66.90% were Teacher I, 19 or 13.10% were Teacher II, 16 or 11.03% were Teacher III, seven (7) or 4.83% were Master Teacher II, five (5) or 3.45% were Master Teacher I, and one (1) or 0.69% was SPED Teacher I.

Table 3

Frequency and Percentage Distribution of the Profile of the Teacher Respondents by Teaching Position

Teaching Position	Frequency	Percentage
Master Teacher II	7	4.83
Master Teacher I	5	3.45
SPED Teacher I	1	0.69
Teacher III	16	11.03
Teacher II	19	13.10
Teacher I	97	66.90
Total	145	100.00

Table 4 shows the frequency and percentage distribution of the profile of the teacher-respondents by highest educational attainment. The table shows that of the observed number of teacher-respondents, a majority or 50.34% had their MA units, 48 or 33.10% were BEED graduates, 11 or 7.59% were college graduates with education units, 10 or 6.90% were MA graduates, and three (3) or 2.07% had their EdD/PhD units.

Table 4

Frequency and Percentage Distribution of the Profile of the Teacher-Respondents by Highest Educational Attainment

<u>Highest Educational Attainment</u> with	Frequency	Percentage
EdD/PhD units	3	2.07
MA Graduate	10	6.90
with MA units	73	50.34
BEED Graduate	48	33.10
<u>College Graduate with Educ. Units</u>	11	7.59
Total	145	100.00

Table 5 shows the frequency and percentage distribution of the profile of the teacher-respondents by number of years in the service. The table shows that of the observed number of teacher-respondents, 44 or 30.34% had five (5) years and below in the service, 30 or 20.69% had six (6) to 10 years in the service, 20 or 13.79% had 16 to 20 years in the service, 17 or 11.72% had 21 to 25 years in the service, 16 or 11.03% had 11 to 15 years in the service, 13 or 8.97% had 26 to 30 years in the service, and five (5) or 3.45% had 31 years and above in the service.

Table 5

Frequency and Percentage Distribution of the Profile of the Teacher Respondents by Number of Years in Service

Number of Years in Service	Frequency	Percentage
31 years and above	5	3.45
26 – 30 years	13	8.97
21 – 25 years	17	11.72
16 – 20 years	20	13.79
11 – 15 years	16	11.03
6 – 10 years	30	20.69
5 years and below	44	30.34
Total	145	100.00

Most of the respondents were aged 30 to 39 years old, a majority were females, a majority had Teacher I positions, a majority had their MA units, and most of them were five (5) years and below in the service.

The teachers are in their mid-30s. They are already firm with their decisions in life (Ferlazzo, 2017). They are already aware of the things that are happening around especially the reason behind the modular learning teaching. They have the capacity to understand the reasons behind the changes in the educational system (Hale, 2017). They can easily adjust themselves to the changes in the delivery of their lessons. They are given guidance and assistance in the performance of their tasks in modular distance teaching (Martin, 2017). There are a greater number of female teachers in the teaching field. This is akin to their motherly role to their own children (Loewus, 2017). They have the guts to easily understand the tantrums of the learners.

They know what to do to manage the discipline of their learners (Tani, 2019). They are projecting the role as a mother to their children. They have a heart to address the needs of their learners (Hansen and Quintero, 2018). Every teacher starts at the lowest rank in the teaching field. Teacher I is the entry position of the teachers in public elementary school (Bold, et. al., 2017). This signifies the start of career of the teachers in the field of education. Usually, they are adjusting to their new world (Garcia and Weiss, 2019). However, there are retrievable teachers who are still Teacher I. These teachers lack knowledge regarding ranking and promotions (Rau, 2017).

Teachers keep on advancing themselves professionally. This is the reason why they are enrolled in their master's degree (Cunliffe, 2019). It is a great advantage to every teachers if they are pursuing their post-graduate studies. This is helpful to ensure that they are ready for higher positions (Shulsinger, 2017). By attending schooling, teachers get the chance to be updated with the latest trends in education. Likewise, this is helpful for them to arouse their curiosity and make a necessary move to improve the performance of their learners (Highergrad, 2017). Having five (5) years and below in the service means that teachers are still novice in their work. This is the time for them to study the education system (Dias-Lacy and Guirguis, 2017). It is important for them to consider the wisdom of the old. They need to listen to the stories of their co-teachers because these are helpful as they take the path in the field of education (Sanford, 2017). This is also the time for them to get familiar with the different works of teachers. The most important thing, they need to treat every episodes of their life as learning opportunity (Mizell, 2017).

Teacher-Respondents' Challenges in Modular Distance Learning

Table 6 shows the mean rating and interpretations of the teacher-respondents' challenges in modular distance teaching by teaching the learners. As can be seen from the table, the teacher-respondents considered very challenging when they met the learners via different modes of communication ($\mu = 3.29$), they saw to it that they reach all learners in a week ($\mu = 3.32$), they saw to it that the learners were doing their tasks ($\mu = 3.40$), they had time to ask the learners regarding their lessons ($\mu = 3.39$), they found time to explain the lessons that the learners did not understand ($\mu = 3.36$), they monitored the progress of the learners ($\mu = 3.56$), they assessed the reading performance of the learners ($\mu = 3.29$), they checked the numeracy level of the learners ($\mu = 3.26$), they saw to it that the learners were submitting their outputs on or before its due date ($\mu = 3.50$), and they recorded the scores of the learners ($\mu = 3.56$). In terms of teaching the learners, the general mean rating of the teacher-respondents' challenges in modular distance

teaching was 3.39, and it was interpreted as very challenging.

Table 6

Mean Rating and Interpretations of the Teacher-Respondents' Challenges in Modular Distance Teaching by Teaching the Learners

Item	Descriptor	Mean Rating	Interpretation
1	I meet the learners via different modes of communication.	3.29	Very Challenging
2	I see to it that I reach all learners in a week.	3.32	Very Challenging
3	I see to it that the learners are doing their tasks.	3.40	Very Challenging
4	I have time to ask the learners regarding their lessons.	3.39	Very Challenging
5	I find time to explain the lessons that the learners do not understand.	3.36	Very Challenging
6	I monitor the progress of the learners.	3.56	Very Challenging
7	I assess the reading performance of the learners.	3.29	Very Challenging
8	I check the numeracy level of the learners.	3.26	Very Challenging
9	I see to it that the learners are submitting their outputs on or before its due date.	3.50	Very Challenging
10	I record the scores of the learners.	3.56	Very Challenging
	General Mean Rating	3.39	Very Challenging

Table 7 shows the mean rating and interpretations of the teacher-respondents' challenges in modular distance teaching by enhancement of skills of the learners. As can be seen from the table, the teacher respondents considered moderately challenging when they prepare programs to enhance the skills of the learners ($\mu = 3.04$). However, they considered very challenging when they prepared various activities for the learners ($\mu = 3.27$), they ensured that the activities enhanced the skills of the learners ($\mu = 3.39$), they offered other modes of enhancing the skills

of the learners ($\mu = 3.30$), aside from the modules, they also gave other activities for the learners ($\mu = 3.26$), they gave worksheets for the learners ($\mu = 3.40$), they provided other activities that improved the skills of the learners ($\mu = 3.30$), they provided reading materials for the learners ($\mu = 3.41$), they prepared various numeracy activities for the learners ($\mu = 3.37$), and they sent supplemental activities for the learners ($\mu = 3.34$). In terms of enhancement of skills of the learners, the general mean rating of the teacher-respondents' challenges in modular distance teaching was 3.31, and it was interpreted as very challenging.

Table 7

Mean Rating and Interpretations of the Teacher-Respondents' Challenges in Modular Distance Teaching by Enhancement of Skills of the Learners

Item	Descriptor	Mean Rating	Interpretation
1	I prepare various activities for the learners.	3.27	Very Challenging
2	I ensure that the activities enhance the skills of the learners.	3.39	Very Challenging
3	I offer other modes of enhancing the skills of the learners.	3.30	Very Challenging
4	Aside from the modules, I also give other activities for the learners.	3.26	Very Challenging
5	I prepare programs to enhance the skills of the learners.	3.04	Moderately Challenging
6	I give worksheets for the learners.	3.40	Very Challenging
7	I provide other activities that improve the skills of the learners.	3.30	Very Challenging
8	I provide reading materials for the learners.	3.41	Very Challenging
9	I prepare various numeracy activities for the learners.	3.37	Very Challenging
10	I send supplemental activities for the learners.	3.34	Very Challenging
	General Mean Rating	3.31	Very Challenging

Table 8 shows the mean rating and interpretations of the teacher-respondents' challenges in modular distance teaching by parental support. As can be seen from the table, the teacher-respondents considered moderately challenging when parents found time to help their children ($\mu = 3.14$), parents had materials and equipment needed in the performance of their role ($\mu = 2.90$), parents understood the contents of the lessons ($\mu = 2.87$), parents had the ability and capacity to explain the contents of the lessons ($\mu = 2.77$), parents inspected what their children were doing in their modules ($\mu = 2.92$), parents saw to it that their children were working on their modules ($\mu = 2.99$), parents recorded the performance of their children ($\mu = 2.59$), parents monitored the progress of their children ($\mu = 2.94$), parents checked the reading abilities of their children ($\mu = 2.87$), and parents saw to it that their children finished their modules on time ($\mu = 3.03$). In terms of parental support, the general mean rating of the teacher-respondents' challenges in modular distance teaching was 2.90, and it was interpreted as moderately challenging.

Table 8

Mean Rating and Interpretations of the Teacher-Respondents' Challenges in Modular Distance Teaching by Parental Support

Item	Descriptor	Mean Rating	Interpretation
1	Parents find time to help their children.	3.14	Moderately Challenging
2	Parents have materials and equipment needed in the performance of their role.	2.90	Moderately Challenging
3	Parents understand the contents of the lessons.	2.87	Moderately Challenging
4	Parents have the ability and capacity to explain the contents of the lessons.	2.77	Moderately Challenging
5	Parents inspect what their children are doing in their modules.	2.92	Moderately Challenging
6	Parents see to it that their children are working on their modules.	2.99	Moderately Challenging

7	Parents record the performance of their children.	2.59	Moderately Challenging
8	Parents monitor the progress of their children.	2.94	Moderately Challenging
9	Parents check the reading abilities of their children.	2.87	Moderately Challenging
10	Parents see to it that their children finish the modules on time.	3.03	Moderately Challenging
	General Mean Rating	2.90	Moderately Challenging

Table 9 shows the mean rating and interpretations of the teacher-respondents' challenges in modular distance teaching by implementation of school programs. As can be seen from the table, the teacher-respondents considered moderately challenging when the scouts participated in online scouting activities ($\mu = 2.71$), there were still sports activities for the learners at home ($\mu = 2.80$), the reading performance of the learners were identified ($\mu = 3.05$), the numeracy performance of the learners were tested ($\mu = 3.03$), and the school had online culminating activities ($\mu = 2.66$). However, they considered very challenging when the school implemented Brigada Eskwela activities ($\mu = 3.70$), the school continuously implemented Adopt-a-School program ($\mu = 3.65$), the school implemented 'OK sa DepEd' program ($\mu = 3.64$), the learners were still vaccinated with measles, rubella, and tetanus diphtheria (MR-TD) ($\mu = 3.43$), and the learners were dewormed ($\mu = 3.43$). In terms of implementation of school programs, the general mean rating of the teacher-respondents' challenges in modular distance teaching was 3.21, and it was interpreted as moderately challenging.

Table 9

Mean Rating and Interpretations of the Teacher-Respondents' Challenges in Modular Distance Teaching by Implementation of School Programs

Item	Descriptor	Mean Rating	Interpretation
1	The school implements Brigada Eskwela activities.	3.70	Very Challenging
2	The school continuously implementing Adopt-a-School program.	3.65	Very Challenging
3	The school is implementing 'OK sa DepEd' programs.	3.64	Very Challenging
4	The learners are still vaccinated with measles, rubella, and tetanus diphtheria (MR-TD).	3.43	Very Challenging
5	The learners are getting dewormed.	3.43	Very Challenging
6	The scouts participate in online scouting activities.	2.71	Moderately Challenging
7	There are still sports activities for the learners at home.	2.80	Moderately Challenging
8	The reading performance of the learners are identified.	3.05	Moderately Challenging
9	The numeracy performances of the learners are tested.	3.03	Moderately Challenging
10	The school has online culminating activities.	2.66	Moderately Challenging
	General Mean Rating	3.21	Moderately Challenging

Table 10 shows the mean rating and interpretations of the teacher-respondents' challenges in modular distance teaching by administrators' support. As can be seen from the table, the teacher-respondents considered very challenging when administrators found time to help teachers through technical assistance ($\mu = 3.30$), administrators provided materials and equipment

needed in the printing of modules ($\mu = 3.30$), administrators understood the situation of the teachers in accomplishing their assigned tasks ($\mu = 3.34$), administrators had the ability and capacity to disseminate DepEd updates and issuances ($\mu = 3.37$), administrators saw to it that teachers were doing their assigned tasks ($\mu = 3.47$), administrators saw to it that teachers were preparing the written works and performance tasks ($\mu = 3.37$), administrators inspected the records of the performance of the learners ($\mu = 3.32$), administrators provided help in monitoring the progress of the learners ($\mu = 3.30$), administrators saw to it that the modules were ready prior to the schedule of distribution ($\mu = 3.37$), and administrators ensured that the teachers were doing their job well ($\mu = 3.43$). In terms of administrators' support, the general mean rating of the teacher-respondents' challenges in modular distance teaching was 3.36, and it was interpreted as very challenging.

Table 10

Mean Rating and Interpretations of the Teacher-Respondents' Challenges in Modular Distance Teaching by Administrators' Support

Item	Descriptor	Mean Rating	Interpretation
1	Administrators find time to help teachers through technical assistance.	3.30	Very Challenging
2	Administrators provide materials and equipment needed in the printing of modules.	3.30	Very Challenging
3	Administrators understand the situation of the teachers in accomplishing their assigned tasks.	3.34	Very Challenging
4	Administrators have the ability and capacity to disseminate DepEd updates and issuances.	3.37	Very Challenging
5	Administrators see to it that teachers are doing their assigned tasks.	3.47	Very Challenging
6	Administrators see to it that teachers are preparing the written works and performance tasks.	3.37	Very Challenging

7	Administrators inspect the records of the performance of the learners.	3.32	Very Challenging
8	Administrators provide help in monitoring the progress of the learners.	3.30	Very Challenging
9	Administrators see to it that the modules are ready prior to the schedule of distribution.	3.37	Very Challenging
10	Administrators ensure that the teachers are doing their job well.	3.43	Very Challenging
	General Mean Rating	3.36	Very Challenging

Teacher-Respondents' Challenges in Modular Distance Teaching

Teaching the Learners. The results revealed that the teacher-respondents' challenges in modular distance teaching was very challenging in terms of teaching the learners. The general mean rating was 3.39. It showed that the teacher-respondents considered very challenging when they met the learners via different modes of communication, saw to it that they reached all learners in a week and they were doing their tasks, had time to ask the learners regarding their lessons, found time to explain the lessons that the learners did not understand, monitored the progress of the learners, assessed the reading performance of the learners, checked the numeracy level of the learners, saw to it that the learners submitted their outputs on or before its due date, and recorded the scores of the learners. Teaching the learners during COVID-19 pandemic is considered a challenge to the teachers. Teachers are prohibited to conduct home visitation activity to monitor the learning progress of the learners (Mumpuniarti, 2017). They are using different modes of communication such as video call to connect to the learners. They are usually asking what they have learned from their weekly lessons (Alsied and Ibrahim, 2017). Most of the time, they rely on their submitted outputs. They are basing their assessment on how the learners come up with their answers in various activities (Schuelka, 2018).

Enhancement of Skills of the Learners. The results revealed that the teacher-respondents' challenges in modular distance teaching was very challenging in terms of enhancement of skills of the learners. The general mean rating was 3.31. It showed that the teacher-respondents considered very challenging when they prepared various activities for the learners, ensured that

the activities enhanced the skills of the learners, offered other modes of enhancing the skills of the learners, gave other activities for the learners aside from the modules, prepared programs to enhance the skills of the learners, gave worksheets for the learners, provided other activities that improved the skills of the learners, provided reading materials for the learners, prepared various numeracy activities for the learners, and sent supplemental activities for the learners. The enhancement of the skills of the learners is considered a challenge for the teachers. They cannot directly supervise the learners in all their activities on their lessons (Al-Kindi and Al-Mekhlafi, 2017). They have troubles in ensuring that the learners are continuously developing their skills. Their parents are the ones who oversee their skills development (Kim, 2017). It is important that teachers provide various activities that are directed in the development of the skills of the learners. They need to ensure that the instructions and directions are clearly stated to avoid problems (Care, et. al., 2017).

Parental Support. The results revealed that the teacher-respondents' challenges in modular distance teaching was moderately challenging in terms of parental support. The general mean rating was 2.90. It showed that the teacher-respondents considered moderately challenging when parents found time to help their children, had materials and equipment needed in the performance of their role, understood the contents of the lessons, had the ability and capacity to explain the contents of the lessons, inspected what their children were doing in their modules, saw to it that their children were working on their modules, recorded the performance of their children, monitored the progress of their children, checked the reading abilities of their children, and saw to it that their children finished the modules on time. Teachers are also considering parental support as a challenge in modular distance teaching. There are parents who cannot provide the guidance and assistance they need in their studies (Livingstone and Byrne, 2017). These are the busy parents who prioritize their work to earn for a living. It is important for them to work to ensure that they have food to eat (Willemse, et. al., 2018). With this situation, it is proper that the school administrators must have separate programs to rescue these learners. They need to have learning facilitators who are tasked to oversee the studies of these learners (Harpaz and Grinshtain, 2020).

Implementation of School Programs. The results revealed that the teacher-respondents' challenges in modular distance teaching was moderately challenging in terms of implementation of school programs. The general mean rating was 3.21. It showed that the teacher-respondents

considered moderately challenging when the school implemented Brigada Eskwela activities, Adopt-a-School program, and OK sa DepEd programs, the learners were vaccinated with measles, rubella, and tetanus diphtheria (MR-TD) and got dewormed, the scouters participated in online scouting activities, there were sport activities for the learners at home, the reading performance of the learners were identified, the numeracy performance of the learners were tested, and the school had online culminating activities. The implementation of the school programs is considered a challenge for the teachers. They are reprimanded to have contacts with the learners and other teachers in the school (Wambugu, et. al., 2017). Most of the time, they are adhered to the health and safety protocols of the COVID-19 pandemic. This is the reason why there are only limited number of teachers who come to school (Pak, et. al., 2020). Furthermore, most of the activities of the learners are usually conducted at home. They are required to document such activities and submit these to their teachers (Mann and Lohrmann, 2019).

Administrators' Support. The results revealed that the teacher-respondents' challenges in modular distance teaching was very challenging in terms of administrators' support. The general mean rating was 3.36. It showed that the teacher-respondents considered very challenging when administrators found time to help teachers through technical assistance, provided materials and equipment needed in the printing of modules, understood the situation of the teachers in accomplishing their assigned tasks, had the ability and capacity to disseminate DepEd updates and issuances, saw to it that teachers were doing their assigned tasks, saw to it that teachers prepared the written works and performance tasks, inspected the records of the performance of the learners, provided help in monitoring the progress of the learners, saw to it that the modules were ready prior to the schedule of distribution, and ensured that the teachers were doing their job well.

Teachers are also experiencing a challenge in terms of administrators' support. They are not giving clear instructions to the teachers (Newcomer, 2017). There are also instances that they are cascading late information. They are insensitive to the needs of their teachers (Villani, 2019). However, these are accepted actions of the school administrators. They are just waiting also for the instructions coming from higher authorities for their safety (Johnson, 2017).

Teacher-Respondents' Opportunities in Modular Distance Teaching

Table 11 shows the mean rating and interpretations of the teacher-respondents' opportunities in modular distance teaching by new approaches in teaching. As can be seen from the table, the

teacher-respondents considered with moderately opportunity when they had the materials and equipment needed in the implementation of the new approaches in teaching ($\mu = 3.04$), they attended various training and orientations regarding the new approaches in teaching ($\mu = 3.17$), they adjusted from one approach in teaching into another ($\mu = 3.23$), the school was ready for the implementation of new approaches in teaching ($\mu = 3.23$), and they enjoyed the new approaches in teaching that the school implemented ($\mu = 3.17$). However, they considered with high opportunity when they were ready to implement new approaches in teaching ($\mu = 3.28$), they were fully aware of the new approaches in teaching during the COVID-19 pandemic ($\mu = 3.39$), the school heads saw to it that they had knowledge on the new approaches in teaching ($\mu = 3.32$), and they ensured that the learners were learning through the implementation of new approaches in teaching ($\mu = 3.26$). In terms of new approaches in teaching, the general mean rating of the teacher-respondents' opportunities in modular distance teaching was 3.24, and it was interpreted as with moderately opportunity.

Table 12

Mean Rating and Interpretations of the Teacher-Respondents' Opportunities in Modular Distance Teaching by New Approaches in Teaching

Item	Descriptor	Mean Rating	Interpretation
1	I am ready to implement new approaches in teaching.	3.28	With High Opportunity
2	I have the materials and equipment needed in the implementation of the new approaches in teaching.	3.04	With Moderately Opportunity
3	I attend various training and orientations regarding the new approaches in teaching.	3.17	With Moderately Opportunity
4	I can adjust from one approach in teaching into another.	3.23	With Moderately Opportunity
5	I am fully aware of the new approaches in teaching during the COVID-19 pandemic.	3.39	With High Opportunity

6	The school is ready for the implementation of new approaches in teaching.	3.23	With Moderately Opportunity
7	My school head sees to it that I have knowledge on the new approaches in teaching.	3.32	With High Opportunity
8	I am learning another approach in teaching.	3.32	With High Opportunity
9	I am enjoying the new approaches in teaching that the school is implementing.	3.17	With Moderately Opportunity
10	I ensure that the learners are learning through the implementation of new approaches in teaching.	3.26	With High Opportunity

General Mean Rating 3.2 With Moderately Opportunity

Table 13 shows the mean rating and interpretations of the teacher-respondents' opportunities in modular distance teaching by transferring pedagogy. As can be seen from the table, the teacher-respondents considered with moderately opportunity when they applied one approach from one learner into another ($\mu = 3.17$), they easily adopted to the learning preferences of the learners during COVID-19 ($\mu = 3.15$), they shifted from one approach into another if the situation needed it ($\mu = 3.17$), they integrated the contents of the lessons into another learning area ($\mu = 3.23$), the learners were learning even the teachers transferred one approach into another ($\mu = 3.10$), the learners adopted the new strategies in teaching used during pandemic ($\mu = 3.10$), the learners understood the lessons even the teachers were using different styles of teaching ($\mu = 3.10$), the learners are learning even if they were transferred from printed modules into non-printed modules ($\mu = 3.03$), and the learners were easily adjusted from one learning styles into another ($\mu = 3.00$). However, they considered with high opportunity when they explained the contents of the lessons by using other learning area ($\mu = 3.25$). In terms of transferring pedagogy, the general mean rating of the teacher-respondents' opportunities in modular distance teaching was 3.13, and it was interpreted as with high opportunity.

Table 13

Mean Rating and Interpretations of the Teacher-Respondents' Opportunities in Modular Distance Teaching by Transferring Pedagogy

Item	Descriptor	Mean Rating	Interpretation
1	I can apply one approach from one learner into another.	3.17	With Moderately Opportunity
2	I can easily adopt to the learning preferences of the learners during COVID-19.	3.15	With Moderately Opportunity
3	I can shift from one approach into another if the situation needs it.	3.17	With Moderately Opportunity
4	I can explain the contents of the lessons by using other learning area.	3.25	With High Opportunity
5	I can integrate the contents of the lessons into another learning area.	3.23	With Moderately Opportunity
6	The learners are learning even I transfer one approach into another.	3.10	With Moderately Opportunity
7	The learners adopt the new strategies in teaching used during pandemic.	3.10	With Moderately Opportunity
8	The learners understand the lessons even the teacher is using different styles of teaching.	3.10	With Moderately Opportunity
9	The learners are learning even if they are transferred from printed modules into non-print modules.	3.03	With Moderately Opportunity
10	The learners can easily adjust from one learning styles into another.	3.00	With Moderately Opportunity
	General Mean Rating	3.13	With Moderately Opportunity

Table 14 shows the mean rating and interpretations of the teacher-respondents' opportunities in

modular distance teaching by transition to blended learning. As can be seen from the table, the teacher-respondents considered with moderately opportunity when there was a gradual transition of learning that happened around ($\mu = 2.99$), they were prepared for the possible combination of two learning modalities ($\mu = 3.03$), they were prepared for the possible transition into blended learning ($\mu = 3.06$), combination of two learning modalities was visible in the school ($\mu = 2.83$), modular printed was combines with modular non-print ($\mu = 2.86$), modular printed was combined with online learning modality ($\mu = 2.83$), the school was ready for the transition in blended learning ($\mu = 2.99$), the parents were adjusted from modular printed into online learning ($\mu = 2.90$), parents were transferred from one learning modality into another ($\mu = 2.79$), and the learners were gradually shifting from one learning modality into another ($\mu = 2.84$). In terms of transition to blended learning, the general mean rating of the teacherrespondents' opportunities in modular distance teaching was 2.91, and it was interpreted as with moderately opportunity.

Table 14

Mean Rating and Interpretations of the Teacher-Respondents' Opportunities in Modular Distance Teaching by Transition to Blended Learning

Item	Descriptor	Mean Rating	Interpretation
1	There is a gradual transition of learning that is happening around.	2.99	With Moderately Opportunity
2	I am prepared for the possible combination of two learning modalities.	3.03	With Moderately Opportunity
3	I am prepared for the possible transition into blended learning.	3.06	With Moderately Opportunity
4	Combination of two learning modalities is visible in the school.	2.83	With Moderately Opportunity
5	Modular printed is combined with modular non-print.	2.86	With Moderately Opportunity
6	Modular printed is combined with online learning modality.	2.83	With Moderately Opportunity

7	The school is ready for the transition in blended learning.	2.99	With Moderately Opportunity
8	The parents are adjusting from modular printed into online learning.	2.90	With Moderately Opportunity
9	Parents are transferring from one learning modality into another.	2.79	With Moderately Opportunity
10	The learners are gradually shifting from one learning modality into another.	2.84	With Moderately Opportunity
	General Mean Rating	2.91	With Moderately Opportunity

Table 15 shows the mean rating and interpretations of the teacher-respondents' opportunities in modular distance teaching by parents as facilitators of learning. As can be seen from the table, the teacher-respondents considered with moderately opportunity when the parents performed their assigned tasks as facilitators of learning ($\mu = 3.02$), the parents found time to execute their role as facilitators of learning ($\mu = 3.10$), the parents explained to their children the contents of their lessons for the week ($\mu = 3.04$), the parents monitored the progress of their children in every activity ($\mu = 3.03$), the parents provided feedback regarding the scores or accomplishments of their children ($\mu = 3.12$), and the parents experienced hard works in the performance of their assigned role ($\mu = 3.23$). However, they considered with high opportunity when the parents participated in the orientation regarding their new role during COVID-19 crisis ($\mu = 3.34$), the parents were provided with guides and instructions in the execution of their assigned role ($\mu = 3.34$), the parents understood their new tasks as the facilitators of learning to their own children ($\mu = 3.26$), and the parents consulted the teachers regarding the lessons that were not clear to them ($\mu = 3.30$). In terms of parents as facilitators of learning, the general mean rating of the teacher-respondents' opportunities in modular distance teaching was 3.18, and it was interpreted as with moderately opportunity.

Table 15

Mean Rating and Interpretations of the Teacher-Respondents' Opportunities in Modular Distance Teaching by Parents as Facilitators of Learning

Item	Descriptor	Mean Rating	Interpretation
1	The parents participate in the orientation regarding their new role during COVID-19 crisis.	3.34	With High Opportunity
2	The parents are provided with guides and instructions in the execution of their assigned role.	3.34	With High Opportunity
3	The parents understand their new tasks as the facilitators of learning to their own children.	3.26	With High Opportunity
4	The parents can perform their assigned tasks as facilitators of learning.	3.02	With Moderately Opportunity
5	The parents find time to execute their role as facilitators of learning.	3.10	With Moderately Opportunity
6	The parents explain to their children the contents of their lessons for the week.	3.04	With Moderately Opportunity
7	The parents monitor the progress of their children in every activity.	3.03	With Moderately Opportunity
8	The parents provide feedback regarding the scores or accomplishments of their children.	3.12	With Moderately Opportunity
9	The parents experience hard works in the performance of their assigned role.	3.23	With Moderately Opportunity
10	The parents consult the teachers regarding the lessons that are not clear to them.	3.30	With High Opportunity

General Mean Rating 3.18 With Moderately Opportunity

Table 16 shows the mean rating and interpretations of the teacher-respondents' opportunities in modular distance teaching by teamwork with teachers. As can be seen from the table, the teacher-respondents considered with high opportunity when they worked with the team in preparing the modules ($\mu = 3.48$), they helped others in addressing the queries of the parents ($\mu = 3.48$), they aided those teachers who were unable to cope ($\mu = 3.52$), they showed their concerns with others by reminding them on what to do next ($\mu = 3.50$), they shared their available supplies, materials, and equipment ($\mu = 3.46$), they helped others in the distribution and retrieval of modules ($\mu = 3.55$), they worked with others in checking the outputs of the learners ($\mu = 3.41$), they shared their softcopies of their Weekly Home Learning Plan (WHLP) ($\mu = 3.34$), they aided in recording the raw scores of the learners ($\mu = 3.39$), and they showed concern by suggesting means to make work easier ($\mu = 3.51$). In terms of teamwork with teachers, the general mean rating of the teacher-respondents' opportunities in modular distance teaching was 3.46, and it was interpreted as with high opportunity.

Table 16

Mean Rating and Interpretations of the Teacher-Respondents' Opportunities in Modular Distance Teaching by Teamwork with Teachers

Item	Descriptor	Mean Rating	Interpretation
1	I work with the team in preparing the modules.	3.48	With High Opportunity
2	I help others in addressing the queries of the parents.	3.48	With High Opportunity
3	I aid those teachers who are unable to cope.	3.52	With High Opportunity
4	I show my concern with others by reminding them on what to do next.	3.50	With High Opportunity
5	I share my available supplies, materials, and equipment.	3.46	With High Opportunity
6	I help others in the distribution and retrieval of modules.	3.55	With High Opportunity

7	I work with others in checking the outputs of the learners.	3.41	With High Opportunity
8	I share my softcopies of their Weekly Home Learning Plan (WHLP).	3.34	With High Opportunity
9	I aid in recording the raw scores of the learners.	3.39	With High Opportunity
10	I show my concern by suggesting means to make work easier.	3.51	With High Opportunity
	General Mean Rating	3.46	With High Opportunity

Teacher-Respondents' Opportunities in Modular Distance Teaching

New Approaches in Teaching. The results revealed that the teacher-respondents' opportunities in modular distance teaching was considered with moderately opportunity in terms of new approached in teaching. The general mean rating was 3.24. It showed that the teacher-respondents considered with moderately opportunity when they were ready to implement new approaches in teaching, had the materials and equipment needed in the implementation of the new approaches in teaching, attended various training and orientations regarding the new approaches in teaching, adjusted from one approach in teaching into another, fully aware of the new approaches in teaching during the COVID19 pandemic, the school was ready for the implementation of new approaches in teaching, their school heads saw to it that they had knowledge on the new approaches in teaching, they learned another approach in teaching, enjoyed the new approaches in teaching that the schools implemented, and ensured that the learners were learning through the implementation of new approaches in teaching. Modular distance teaching is an opportunity for the teachers to venture in new approaches in teaching. They can discover new ways in the delivery of their lessons (Larsson, 2017). It serves as additional knowledge for the teachers so that they have alternatives when there are class disruptions. They are given ideas on how to ensure the continuity of the education of the learners when there are unavoidable circumstances (DeMonte and Coggshall, 2018). Likewise, they are given additional experiences in life that learners can also learn their lessons while studying at home. It is considered an innovative way of helping those learners who want to stay at home while studying (Polikov, 2017).

Transferring Pedagogy. The results revealed that the teacher-respondents' opportunities in modular distance teaching was considered with moderately opportunity in terms of transferring pedagogy. The general mean rating was 3.13. It showed that the teacher-respondents considered with moderately opportunity when they applied one approach from one learner into another, easily adopted to the learning preferences of the learners during COVID-19, shifted from one approach into another if the situation needed it, explained the contents of the lessons by using other learning area, integrated the contents of the lessons into another learning area, the learners were learning even they transferred one approach into another, adopted the new strategies in teaching used during pandemic, understood the lessons even they were using different styles of teaching, learned even if they transferred from printed modules into non-print modules, and easily adjusted from one learning styles into another. Modular distance teaching serves a way in transferring pedagogy. Those considered impossible become possible (Schwartzman, 2020). Teachers become innovative on transferring their approaches in different ways. This opens an opportunity to teachers to try other applicable approaches in teaching (Sinkinson, 2020). They become more creative in presenting their lessons in different means. This paves the way for the teachers to show how artistic they are to help their learners (Romanowski and Du, 2020).

Transition to Blended Learning. The results revealed that the teacher respondents' opportunities in modular distance teaching was considered with moderately opportunity in terms of transition to blended learning. The general mean rating was 2.91. It showed that the teacher-respondents considered with moderately opportunity when there was a gradual transition of learning that happened around, they were prepared for the possible combination of two learning modalities and transition into blended learning, combination of two learning modalities was visible in the school, modular printed was combined with modular non-print and online learning modality, the school was ready for the transition in blended learning, parents were adjusted form modular printed into online learning and transferred from one learning modality into another, and the learners were gradually shifted from one learning modality into another. Modular distance teaching opens the door for transition to blended learning. Teachers are combining two or more modalities to help their learners (Harris, 2017). They are using their internet connectivity to relate to their learners. There is also a platform that they are using to communicate with their learners (Kjaergaard, 2017). At present, school heads are considering the shift to blended learning to ensure that learners understand their lessons well. They are already preparing how to consider the combinations of two or more learning modalities (Lalima

and Dangwal, 2017).

Parents as Facilitators of Learning. The results revealed that the teacher respondents' opportunities in modular distance teaching was considered with moderately opportunity in terms of parents as facilitators of learning. The general mean rating was 3.18. It showed that the teacher-respondents considered with moderately opportunity when the parents participated in the orientation regarding their new role during COVID19 crisis, provided with guides and instructions in the execution of their assigned role, understood their new tasks as the facilitators of learning to their own children, performed their assigned tasks as facilitators of learning, found time to execute their role as facilitators of learning, explained to their children the contents of their lessons for the week, monitored the progress of their children in every activity, provided feedback regarding the scores or accomplishments of their children, experienced hard works in the performance of their assigned role, and consulted the teachers regarding the lessons that were not clear to them. The implementation of modular distance teaching is an opportunity for the parents to serve as facilitators of learning. They are ones who guide and assist their children in their studies (Lawton, 2017). They are given the chance to experience the work of the teachers to their children. They need to ensure that their children understand the contents of their lessons (Love, et. al., 2017). It is important that they are given orientation on how to execute their role. This serves as their guide in carrying out their assigned tasks as facilitators of learning (Leckey, et. al., 2019).

Teamwork with Teachers. The results revealed that the teacher-respondents' opportunities in modular distance teaching were considered with high opportunity in terms of teamwork with teachers. The general mean rating was 3.46. It showed that the teacher respondents considered with high opportunity when they worked with the team in preparing the modules, helped others in addressing the queries of the parents, aided those teachers who were unable to cope, showed their concern with others by reminding them on what to do next, shared their available supplies, materials, and equipment, helped others in the distribution and retrieval of modules, worked with others in checking the outputs of the learners, shared their softcopies of their Weekly Home Learning Plan (WHLP), aided in recording the raw scores of the learners, and showed concern by suggesting means to make work easier. Modular distance teaching serves as the reason for the teachers to work as a team. They need to collaborate from time to time to ensure that they accomplish the given tasks on time (Bouwman, et. al., 2017). In an organization, it is important

that the employees are working hand-in-hand to attain the goal of the organization. In education field, collaboration is an essential factor for the success of every activity of the teachers (Polega, et. al., 2019). Work becomes easier when teachers are working together. In this time of pandemic, it lessens the stress that teachers feel (Bashan and Holsblat, 2017).

Correlation between the Profile of the Teacher-Respondents and their Challenges in Modular Distance Teaching

Table 17 shows the correlation between the profile of the teacher-respondents by age and their challenges in modular distance teaching by using Pearson’s Product Moment Correlation Coefficient. It showed that the profile of the teacher-respondents by age has positively modest non-significant correlation with their challenges in modular distance teaching in terms of implementation of school programs; has positively weak non-significant correlation in terms of teaching the learners and enhancement of skills of the learners; and has negatively weak non-significant correlation in terms of parental support and administrators’ support. The computed r values of 0.150, 0.105, 0.051, -0.050, and -0.082, respectively are not significant at 5% level; thus, the null hypothesis is accepted.

Table 17

Correlation between the Profile of the Teacher-Respondents by Age and their Challenges in Modular Distance Teaching

Challenges	Computed r Value	Degree of Correlation	Interpretation
Teaching the Learners	0.105	Positive Weak Correlation	Not Significant
Enhancement of Skills of the Learners	0.051	Positive Weak Correlation	Not Significant
Parental Support	-0.050	Negative Weak Correlation	Not Significant
Implementation of School Programs	0.150	Positive Modest Correlation	Not Significant
Administrators’ Support	-0.082	Negative Weak Correlation	Not Significant
General Mean	0.042	Positive Weak Correlation	Not Significant

The critical r value at .05 level of significance and $df = 144$ is 0.1629

Table 18 shows the correlation between the profile of the teacher-respondents by teaching position and their challenges in modular distance teaching by using Pearson's Product Moment Correlation Coefficient.

It showed that the profile of the teacher-respondents by teaching position had positively modest non-significant correlation with their challenges in modular distance teaching in terms of implementation of school programs; has positively weak nonsignificant correlation in terms of teaching the learners, parental support, and administrators' support; and has negatively weak non-significant correlation in terms of enhancements of skills of the learners. The computed r values of 0.160, 0.077, 0.062, 0.007, and -0.055, respectively are *not significant* at 5% level; thus, the null hypothesis is *accepted*.

Table 18

Correlation between the Profile of the Teacher-Respondents by Teaching Position and their Challenges in Modular Distance Teaching

Challenges	Computed r Value	Degree of Correlation	of Interpretation
Teaching the Learners	0.077	Positive Weak Correlation	Not Significant
Enhancement of Skills of the Learners	-0.055	Negative Weak Correlation	Not Significant
Parental Support	0.062	Positive Weak Correlation	Not Significant
Implementation of School Programs	0.160	Positive Modest Correlation	Not Significant
Administrators' Support	0.007	Positive Weak Correlation	Not Significant
General Mean	0.068	Positive Weak Correlation	Not Significant

The critical r value at .05 level of significance and $df = 144$ is 0.1629

Table 19 shows the correlation between the profile of the teacher-respondents by highest educational attainment and their challenges in modular distance teaching by using Pearson's Product Moment Correlation Coefficient.

It showed that the profile of the teacher-respondents by highest educational attainment has positively modest non-significant correlation with their challenges in modular distance teaching in terms of teaching the learners; has positively weak nonsignificant correlation in terms of parental support and implementation of school programs; and has negatively weak non-significant correlation in terms of enhancement of skills of the learners and administrators' support. The computed r values of 0.129, 0.086, 0.046, -0.031, and -0.010, respectively are *not significant* at 5% level; thus, the null hypothesis is *accepted*.

Table 19

Correlation between the Profile of the Teacher-Respondents by Highest Educational Attainment and their Challenges in Modular Distance Teaching

Challenges	Computed r Value	Degree of Correlation	of Interpretation
Teaching the Learners	0.129	Positive Modest Correlation	Not Significant
Enhancement of Skills of the Learners	-0.031	Negative Weak Correlation	Not Significant
Parental Support	0.086	Positive Weak Correlation	Not Significant
Implementation of School Programs	0.046	Positive Weak Correlation	Not Significant
Administrators' Support	-0.010	Negative Weak Correlation	Not Significant
General Mean	0.062	Positive Weak Correlation	Not Significant

The critical r value at .05 level of significance and $df = 144$ is 0.1629

Table 20 shows the correlation between the profile of the teacher-respondents by number of years in the service and their challenges in modular distance teaching by using Pearson's Product Moment Correlation Coefficient.

It showed that the profile of the teacher-respondents by number of years in the service has positively modest non-significant correlation with their challenges in modular distance teaching in terms of implementation of school programs; has positively weak non-significant correlation in terms of teaching the learners, enhancement of skills of the learners, and parental support;

and has *negatively weak non-significant correlation* in terms of administrators’ support. The computed *r* values of 0.157, 0.063, 0.012, 0.056, and -0.094, respectively are *not significant* at 5% level; thus, the null hypothesis is *accepted*.

Table 20

Correlation between the Profile of the Teacher-Respondents by Number of Years in the Service and their Challenges in Modular Distance Teaching

Challenges	Computed <i>r</i> Value	Degree of Correlation	Interpretation
Teaching the Learners	0.063	Positive Weak Correlation	Not Significant
Enhancement of Skills of the Learners	0.012	Positive Weak Correlation	Not Significant
Parental Support	0.056	Positive Weak Correlation	Not Significant
Implementation of School Programs	0.157	Positive Modest Correlation	Not Significant
Administrators’ Support	-0.094	Negative Weak Correlation	Not Significant
General Mean	0.049	Positive Weak Correlation	Not Significant

*The critical *r* value at .05 level of significance and *df* = 144 is 0.1629*

Correlation between the Profile of the Teacher-Respondents and their Challenges in Modular Distance Teaching

Age. There was positively weak non-significant correlation between the profile of the teacher-respondents by age and their challenges in modular distance teaching. The computed *r* value was less than the critical *r* value, not significant; thus, the null hypothesis was accepted. The age of the teachers has no bearing to their challenges in modular distance teaching. They are already aware that they can encounter difficulties along their way (Dhawan, 2020). It is a fact that in every change that takes place in the educational system has its challenges and opportunities. Teachers are already prepared in this scenario (Fidalgo, et. al., 2020). They can easily adjust themselves and go with the existing flow. They have the skills to adapt to the new approaches

in teaching (Pe Dangle and Sumaoang, 2020).

Teaching Position. There was positively weak non-significant correlation between the profile of the teacher-respondents by teaching position and their challenges in modular distance teaching. The computed r value was less than the critical r value, not significant; thus, the null hypothesis was accepted. The teaching position of the teachers cannot contribute to the challenges in modular distance teaching. They are prepared in the implementation of modular distance teaching (Welcomer, 2020). They are bombarded with various training on how to teach in modular instruction. They are trained to deal with the problems that they may encounter along their way (Sadeghi, 2019). They possess qualities that are significant in the performance of their roles. It is important for them that they have background in the execution of modular distance teaching (Du Plessis, 2020).

Highest Educational Attainment. There was positively weak non-significant correlation between the profile of the teacher-respondents by highest educational attainment and their challenges in modular distance teaching. The computed r value was less than the critical r value, not significant; thus, the null hypothesis was accepted. The highest educational attainment of the teachers does not influence the challenges in modular distance teaching. Their experiences as teachers help them to become prepared at all times (Fedina, et. al., 2017). Change happens any time. This is the reason why they prepare themselves in the modular distance teaching (Aldevera, et. al., 2019). It is important that they are given the various process in the execution of modular distance teaching. It is a fact that teachers are continuously learning all throughout their life (Read and Atinc, 2017).

Number of Years in the Service. There was positively weak non-significant correlation between the profile of the teacher-respondents by number of years in the service and their challenges in modular distance teaching. The computed r value was less than the critical r value, not significant; thus, the null hypothesis was accepted. The number of years in the service of the teachers do not affect the challenges in modular distance teaching. Their length of service help them to become ready at all times (Majid, 2018). Experience is the best teacher. Every day is an opportunity to learn (Valentine, 2017). This is the reason why they easily adapt themselves in the modular distance teaching. Their stay in the school helps them in the process (Piña, 2017).

Correlation between the Profile of the Teacher-Respondents and their Opportunities in Modular Distance Teaching

Table 21 shows the correlation between the profile of the teacher-respondents by age and their opportunities in modular distance teaching by using Pearson’s Product Moment Correlation Coefficient. It showed that the profile of the teacher-respondents by age has positively weak non-significant correlation with their opportunities in modular distance teaching in terms of new approaches in teaching and transferring pedagogy; and has negatively weak nonsignificant correlation in terms of transition to blended learning and parents as facilitators of learning. The computed r values of 0.028, 0.001, -0.085, and -0.093, respectively are not significant at 5% level; thus, the null hypothesis is accepted. However, the profile of the teacher-respondents by age has positively modest significant correlation with their opportunities in modular distance teaching in terms of teamwork with teachers. The computed r value of 0.196 is significant at 5% level; thus, the null hypothesis is rejected.

Table 21

Correlation between the Profile of the Teacher-Respondents by Age and their Opportunities in Modular Distance Teaching

Opportunities	Computed r Value	Degree of Correlation	of Interpretation
New Approaches in Teaching	0.028	Positive Weak Correlation	Not Significant
Transferring Pedagogy	0.001	Positive Weak Correlation	Not Significant
Transition to Blended Learning	-0.085	Negative Weak Correlation	Not Significant
Parents as Facilitators of Learning	-0.093	Negative Weak Correlation	Not Significant
Teamwork with Teachers	0.196	Positive Modest Correlation	Significant
General Mean	0.034	Positive Weak Correlation	Not Significant

The critical r value at .05 level of significance and $df = 144$ is 0.1629

Table 22 shows the correlation between the profile of the teacher-respondents by teaching

position and their opportunities in modular distance teaching by using Pearson’s Product Moment Correlation Coefficient.

It showed that the profile of the teacher-respondents by teaching position has positively weak non-significant correlation with their opportunities in modular distance teaching in terms of transferring pedagogy, parents as facilitators of learning, and teamwork with teachers; and has negatively weak non-significant correlation in terms of new approaches in teaching and transition to blended learning. The computed r values of 0.001, 0.041, 0.046, -0.016, and -0.014, respectively are not significant at 5% level; thus, the null hypothesis is accepted.

Table 22

Correlation between the Profile of the Teacher-Respondents by Teaching Position and their Opportunities in Modular Distance Teaching

Opportunities	Computed r Value	Degree of Correlation	of Interpretation
New Approaches in Teaching	-0.016	Negative Weak Correlation	Not Significant
Transferring Pedagogy	0.001	Positive Weak Correlation	Not Significant
Transition to Blended Learning	-0.014	Negative Weak Correlation	Not Significant
Parents as Facilitators of Learning	0.041	Positive Weak Correlation	Not Significant
Teamwork with Teachers	0.046	Positive Weak Correlation	Not Significant
General Mean	0.012	Positive Weak Correlation	Not Significant

The critical r value at .05 level of significance and $df = 144$ is 0.1629

Table 23 shows the correlation between the profile of the teacher-respondents by highest educational attainment and their opportunities in modular distance teaching by using Pearson’s Product Moment Correlation Coefficient. It showed that the profile of the teacher-respondents by highest educational attainment has negatively weak non-significant correlation with their opportunities in modular distance teaching in terms of new approaches in teaching, transferring pedagogy, transition to blended learning, parents as facilitators of learning, and teamwork with

teachers. The computed r values of -0.011, -0.034, -0.059, -0.008, and -0.053, respectively are not significant at 5% level; thus, the null hypothesis is accepted.

Table 23

Correlation between the Profile of the Teacher-Respondents by Highest Educational Attainment and their Opportunities in Modular Distance Teaching

Opportunities	Computed r Value	Degree of Correlation	Interpretation
New Approaches in Teaching	-0.011	Negative Weak Correlation	Not Significant
Transferring Pedagogy	-0.034	Negative Weak Correlation	Not Significant
Transition to Blended Learning	-0.059	Negative Weak Correlation	Not Significant
Parents as Facilitators of Learning	-0.008	Negative Weak Correlation	Not Significant
Teamwork with Teachers	-0.053	Negative Weak Correlation	Not Significant
General Mean	-0.047	Negative Weak Correlation	Not Significant

The critical r value at .05 level of significance and $df = 144$ is 0.1629

Table 24 shows the correlation between the profile of the teacher-respondents by number of years in the service and their opportunities in modular distance teaching by using Pearson's Product Moment Correlation Coefficient. It showed that the profile of the teacher-respondents by number of years in the service has positively weak non-significant correlation with their opportunities in modular distance teaching in terms of transferring pedagogy and parents as facilitators of learning; and has negatively weak non-significant correlation in terms of new approaches in teaching and transition to blended learning. The computed r values of 0.005, 0.087, -0.017, and -0.035, respectively are not significant at 5% level; thus, the null hypothesis is accepted. However, the profile of the teacher-respondents by number of years in the service has *positively modest significant correlation* with their opportunities in modular distance teaching in terms of teamwork with teachers. The computed r value of 0.246 is *significant* at 5% level; thus, the null hypothesis is *rejected*.

Table 24

Correlation between the Profile of the Teacher-Respondents by Number of Years in the Service and their Opportunities in Modular Distance Teaching

Opportunities	Computed r Value	Degree of Correlation	of Interpretation
New Approaches in Teaching	-0.017	Negative Correlation	Weak Not Significant
Transferring Pedagogy	0.005	Positive Correlation	Weak Not Significant
Transition to Blended Learning	-0.035	Negative Correlation	Weak Not Significant
Parents as Facilitators of Learning	0.087	Positive Correlation	Weak Not Significant
Teamwork with Teachers	0.246	Positive Correlation	Modest Significant
General Mean	0.066	Positive Correlation	Weak Not Significant

The critical r value at .05 level of significance and df = 144 is 0.1629

Correlation between the Profile of the Teacher-Respondents and their Opportunities in Modular Distance Teaching

Age. There was positively weak non-significant correlation between the profile of the teacher-respondents by age and their opportunities in modular distance teaching. The computed r value was less than the critical r value, not significant; thus, the null hypothesis was accepted. The age of the teachers does not affect their opportunities in modular distance teaching. Teachers, regardless of their age can see and experience the opportunities of the implementation of modular distance teaching (Alvarez, 2020). They are careful in determining the benefits of the modular distance teaching to their learners. They need to utilize these for the benefits of the learners (Gossenheimer, et. al., 2017). They need to direct these opportunities on how to help their learners learn best their lessons. They need to ensure that everyone is learning through the modular distance teaching (Lynch, 2017).

Teaching Position. There was positively weak non-significant correlation between the profile of the teacher-respondents by teaching position and their opportunities in modular distance teaching. The computed r value was less than the critical r value, not significant; thus, the null hypothesis was accepted. The teaching position of the teachers has no effect to the opportunities in modular distance teaching. Teachers are given the chance to experience the process of modular distance teaching (Mishra, et. al., 2020). In this time of pandemic, this is considered the most suited approach to cater all types of learners. Everyone is given access to education (Lieberman, 2019). However, some teachers are dealing with its drawbacks. This is the reason why they are turning every challenge into opportunity (Mary Rose, 2017).

Highest Educational Attainment. There was negatively weak non-significant correlation between the profile of the teacher-respondents by highest educational attainment and their opportunities in modular distance teaching. The computed r value was less than the critical r value, not significant; thus, the null hypothesis was accepted. The highest educational attainment of the teachers cannot influence the opportunities in modular distance teaching. It is a fact that every new approach in teaching has its opportunities (Vegas and Winthrop, 2020). Teachers are directed to consider these opportunities in teaching. They need to scrutinize every detail to see its advantages in the present health situation of the country (Oweis, 2018). It is really proper to think a million times before determining the appropriate approach in teaching the learners. The diversities of the learners must also be given emphasis (Kromydas, 2017).

Number of Years in the Service. There was positively weak non-significant correlation between the profile of the teacher-respondents by number of years in the service and their opportunities in modular distance teaching. The computed r value was less than the critical r value, not significant; thus, the null hypothesis was accepted. The number of years in the service of the teachers has no effect to the opportunities in modular distance teaching. Teachers are learning from every episodes of their lives (Rapanta, et. al., 2020). For the past years, they are already used to the changes that are happening in the educational system. They are fully aware that these changes have opportunities in carrying out their work (Roddy, et. al., 2017). It is important to look for the beauty of the implementation of modular distance teaching. This gives opportunity to everyone to experience the essence of studying at home (Konig, et. al., 2020).

CONCLUSIONS AND RECOMMENDATIONS

From the given findings, the following conclusions were drawn:

1. Most of the respondents were aged 30 to 39 years old, a majority were females, a majority had Teacher I positions, a majority had their MA units, and most of them were five (5) years and below in the service.
2. The teacher-respondents' challenges in modular distance teaching was moderately challenging in terms of parental support and implementation of school programs; and was very challenging in terms of teaching the learners, enhancement of skills of the learners, and administrators' support.
3. The teacher-respondents' opportunities in modular distance teaching was with moderately opportunity in terms of new approaches in teaching, transferring pedagogy, transition to blended learning, and parents as facilitators of learning; and was with high opportunity in terms of teamwork with teachers.
4. There was positively weak non-significant correlation between the profile of the teacher-respondents by age, teaching position, highest educational attainment, and number of years in the service and their challenges in modular distance teaching. The computed r value was less than the critical r value, not significant at 5% level; thus, the null hypothesis was accepted.
5. There was positively weak non-significant correlation between the profile of the teacher-respondents by age, teaching position, and number of years in the service; and had negatively weak non-significant correlation by highest educational attainment and their opportunities in modular distance teaching. The computed r value was less than the critical r value, not significant at 5% level; thus, the null hypothesis was accepted.
6. The proposed action plan to improve the modular distance teaching of the teachers was developed.

In view of the conclusions drawn, the following recommendation are offered:

1. Teachers must keep themselves updated with the DepEd issuances regarding rankings, promotions, and reclassifications to upgrade their teaching positions. Likewise, they must continue their master's degree for better opportunities in the education field.
2. Teachers must address their challenges in modular distance teaching such as teaching the learners, enhancement of skills of the learners, parental support, implementation of school programs, and administrators' support.
3. Teacher must focus on their opportunities in modular distance teaching such as new approaches in teaching, transferring pedagogy, transition to blended learning, parents as

facilitators of learning, and teamwork with teachers.

4. Teachers must be informed that their profile such as age, teaching position, highest educational attainment, and number of years in the service cannot affect the challenges in modular distance teaching.

5. Teachers must be aware that their profile such as age, teaching position, highest educational attainment, and number of years in the service cannot influence the opportunities in modular distance teaching.

6. The proposed action plan to improve the modular distance teaching of the teachers must be implemented.

7. Further studies involving the correlation of challenges and opportunities in modular distance teaching must be conducted.

8. Other related studies must be conducted by other researchers to determine other variables and factors that can influence the challenges and opportunities in modular distance teaching.

AN ACTION PLAN

IMPROVING THE MODULAR DISTANCE TEACHING

(Addressing the Challenges and Considering the Opportunities)

Rationale

It is for the benefit of the teachers who are encountering challenges and opportunities in modular distance teaching that is why there is a need to address the challenges and consider the opportunities in Cabangan, Zambales. This action plan serves as guide for the teachers to cope with the challenges and take advantage of the opportunities in modular distance teaching. School administrators must provide chances to teachers in teaching their learners. This can be done through videocall wherein teachers get the chance to talk to their learners and explain to them the contents of their lessons. Another one, through video lessons where the teachers explain the contents of their lessons. Likewise, teachers can provide activities to the learners to enhance their skills. This can be considered as the performance tasks of the learners where they can display their talents and skills. It is important for the teachers to encourage the parents to support the studies of their children. Parents need to be enlightened of the significant impact of education to human life. They need to understand that education is their gateway towards the fulfillment of their dreams in life. Teachers must implement school programs at home or virtually. By providing the learners with appropriate directions and instructions, they can perform different school programs such as vegetable gardening, talent shows, and among others. It is important

for the teachers to feel the support of their administrators. So, it is important that they feel their concerns and affection in modular distance teaching.

Moreover, modular distance teaching opens the door of opportunities to the teachers for they can learn new approaches in teaching. This serves as means for teachers to venture to other approaches in teaching where they can apply once there is disruption of classes. They need to ensure that the education of the learners continuously happen even they stay at home. In doing so, they have the chance to transfer pedagogy. This is an opportunity for the teachers to cross the bridges of various approaches in teaching. By making connections, it is easier for the teachers to shift from one applicable approaches into others. This is also considered a shift into blended learning where two or more approaches are combine to ensure that the learners are continuously pursuing their education regardless of the condition and situation of the country.

It is important to capacitate the parents as facilitators of learning to their children. They need to acquire sufficient knowledge and information regarding the contents of the learning modules of their children. This is considered a great help for their children because they can help their children in understanding the contents of their learning modules. Moreover, this is also an opportunity for the teachers to build teamwork with one another. By having a team of teachers, there is a great opportunity for them to help one another and address their needs in the execution of their assigned tasks in modular distance teaching.

Objectives:

This action plan aims to:

1. provide chances to teach the learners;
2. enhance the skills of the learners;
3. encourage parents to support the studies of their children;
4. implement school programs at home or virtually;
5. encourage administrators to support the teachers;
6. learn the new approaches in teaching;
7. perform the transfer of pedagogy;
8. gradually shift to blended learning;
9. capacitate the parents as facilitators of learning; and
10. build teamwork with teachers.

Objectives	Activities / Strategies	Persons Involved	Time Frame	Success Indicator
Provide chances to teach the learners	<ul style="list-style-type: none"> Preparing the plan on how to teach the learners Create video lessons about the topics in the modules Share the video lessons 	School Heads, Teachers, Parents, Community Leaders, Learners	April 2022 to May 2024	Provided chances to teach the learners.
Enhance the skills of the learners	<ul style="list-style-type: none"> Contact or teach the learners through videocall Prepare enhancement activities for the learners Provide guides and instructions to the learners Let the learners enhance their skills 	School Heads, Teachers, Parents, Community Leaders, Learners	April 2022 to May 2024	Enhanced the skills of the learners.



<p>Encourage parents to support the studies of their children by providing them guidance and assistance, explaining the contents of the lessons, and answering their queries</p>	<ul style="list-style-type: none"> • Submit the documentary photos or evidences of learning or • skills presentations • Conduct “Sessions with Parents” to explain their important role in the studies of their children • Sharing of best practices of parents in teaching their children • Provide guides and instructions in supporting the studies of the learners • Design school programs that can be done at home or virtually • Provide guidelines and instructions in 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Encouraged parents to support the studies of their children.</p>
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<p>Implement school programs at home or virtually</p>	<p>the implementation of school program at home or virtually</p> <ul style="list-style-type: none"> • Execution of school programs 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Implemented school programs at home or virtually</p>
<p>Encourage administrators to support the teachers by providing them supplies, materials, and equipment</p>	<ul style="list-style-type: none"> • Prepare a narrative of the observations of the teachers • Present the advantages of supporting teachers in modular distance teaching • Sharing of experiences of teachers • Administrators 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Encouraged administrators to support the teachers.</p>

<p>Learn the new approaches in teaching</p>	<p>provide supports to their teachers</p> <p>Venture on the different approaches in modular distance teaching</p> <p>Preparing the lesson plans for demo teaching</p> <p>Conduct demonstration teaching</p> <p>Implementing the new approaches in modular distance teaching</p>	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Learned the new approaches in teaching.</p>
<p>Perform the transfer of pedagogy</p>	<p>Identify the strengths and weaknesses of the learners in transferring pedagogy</p> <p>Inform the learners on the plans regarding the transfer of pedagogy</p> <p>Provide guidance and</p>	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Performed the transfer of pedagogy.</p>



<p>Gradually shift to blended learning</p>	<p>assistance to the learners as they transfer to another pedagogy</p> <p>Build the connection of modular distance teaching with other learning modality</p> <p>Identify the capacity of the parents and learners on blended learning</p> <p>Gradually shift to blended learning</p>	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Gradually shifted to blended learning.</p>
<p>Capacitate the parents as facilitators or learning</p>	<p>Plan the weekly activities of the parents in capacitating them regarding the contents of the modules</p> <p>Prepare the learning guides and instructions</p> <p>Conducting weekly activities with the parents</p>	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Capacitated the parents as facilitators of learning</p>

Build teamwork with teachers	Know the teachers in the school Learn to socialize with the teachers Build teamwork with them Work as a team player	School Heads, Teachers, Parents, Community Leaders, Learners	April 2022 to May 2024	Built teamwork with teachers
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