The Implementation of Printed Modular Distance Learning: Boon or Bane

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Abstract: The suspension of face-to-face learning due to COVID-19 pandemic has paved way to the implementation of Modular Distance Learning as an urgent response to the continuity of education in the country. Learning in the new normal is a challenge for the teachers, student and even parents. Although the country is in the process of adapting to the new normal form of education, the government assures the public of continuous innovation for the success of these new learning modalities. The key purpose of this research is to determine the challenges encountered by the students, parents and teachers in the implementation of printed modular distance learning in Espiridion F. Encabo I Memorial High School. These challenges, opinions and recommendations were identified through a quantitative and qualitative approach by conducting a survey using a structured questionnaire to the three groups of participants: students' group, parents' group and teachers' group. A total of 60 respondents were selected through simple random sampling. A deductive thematic analysis was used in the interpretation of data. The main challenges that appeared were the difficulty of the module due to great number of activities unsupported with discussions and examples. The result of this study may serve as references for future improvements of school's guidelines in the implementation of modular distance learning.

Keywords: Distance learning modalities, printed modular distance learning, Education in COVID-19 pandemic

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Introduction and Rationale

The world has been gripped by a pandemic over the first half of 2020. It was identified as new coronavirus (severe acute respiratory syndrome coronavirus 2, or SARS-CoV-2), later it was named as Coronavirus Disease-19 or COVID-19 (Qiu et al., 2020). COVID-19 has spread across the world, resulting in a human tragedy and tremendous economic damage. As of February 15, 2021, there have been 109, 396, 042 confirmed cases of COVID-19, including 2, 411, 688 deaths, reported to World Health Organization, while a total of 549,176 confirmed cases of COVID-19 with 11,515 deaths were reported in the Philippines (WHO 2021).

The Philippine government mounted a multi-sectoral response to the COVID-19, through the Interagency Task Force (IATF) on Emerging Infectious Diseases chaired by the Department of Health (DOH). Through the National Action Plan (NAP) on COVID-19, the government aims to contain the spread of COVID-19 and mitigate its socioeconomic impacts. Following its response, the Philippine government implemented various actions including community quarantine in Metro Manila which expanded to Luzon as well as other parts of the country (WHO 2020).

The covid-19 pandemic has affected educational system worldwide, leading to the near-total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. However, in response to school closures, UNESCO recommended the use of distance learning programs and other platforms that schools and teachers can use to reach learners remotely and limit disruption of education (UNESCO, 2021).

For the continuity of education and for every school in the country to still serve its mission and vision which is to provide quality of education to every Filipino learner, the Department of Education implemented the Modular Distance Learning. Distance Learning refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (Quinones, 2020).

Latest data from DepEd showed that 3, 885, 427 learners preferred printed and digital modules will be used as an alternative learning option (Manila Bulletin, 2020). This is also in consideration of the learners in rural areas where internet is not accessible for online learning.

Following the Basic Education Learning Continuity Plan (BE-LCP) titled "Learning Opportunities Shall Be Available: The Basic Education Learning Continuity Plan in the Times of COVID-19", the Schools Division of Iligan City conducted an online presentation of learning continuity plans of secondary school principals/heads to prepare for the opening of classes for SY 2020- 2021. The School Principal/Heads were required to craft and present their School's Learning Continuity Plans. The focus of the said presentation was the various learning delivery modalities that the school will employ and how they are to be adopted, thereby the Espiridion F. Encabo I Memorial High School selected the utilization of printed modular distance learning as learning delivery modality following the matrix of requirements enclosed in the DepEd memorandum. Further, the Printed Modular Distance Learning is also the best learning modality to be adopted by EFEMHS given the geographical location of the school and its learners.

The purpose of this research is to determine the challenges encountered by teachers, parents and students in the implementation of modular distance learning and to ascertain the interventions needed in this new learning delivery modality.

II

Literature Review

History of Distance Learning

Before any discussion of distance learning, we need to look at the way the term has been defined in the past and how it is currently define in the literature. The history of distance learning or distance education could be traced back to early 1700s in the form of correspondence (Jeffries, 2009). One of the earlier forms of distance learning was done through correspondence courses started in Europe. This course stayed the primary means of distance learning until the middle of 19th century when instructional radio and television became more popular (Valentine, 2002).

The historical view of distance education from 1700s until the 19th century shows a stream of new ideas and technologies balanced against a steady resistance to change, and it often places technology in the light of promising more than it has delivered. History shows nontraditional education like distance education is trying to blend with the traditional education while striving to meet the challenge of constantly changing learning theories and evolving technologies (Jeffries, 2009).

In the Philippines the development of distance learning can be divided into five phases or generations, reflecting the influence of the advancements in information and communication technologies. However, there is no clear demarcation as to the end or start of a particular generation but, rather, the characterization is based mainly on the dominant technology used in delivering instructional content and support services to students (Hermosa et.al, 2008).

Modular Distance Learning

Modular Distance Learning features individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy whichever is applicable to the learner.

Learners under Modular Distance Learning can also use other resource such as Learner's Materials, text books, activity sheets, study guides, and other study materials (Malaya, 2020).

The Printed or Digital Modules (PDM) are delivered to the homes of learners or picked up by their parents or guardian at designated places within coordinated schedules. Printed module refers to learning packets (work sheet, activity sheet, self-learning materials. With regards to printed module learning delivery modality, the teacher prepares the learning materials, weekly study guide and other resources for the modular distance learning. The materials shall be accompanied by quality assured instructional packets wherein the parent/guardians shall meet with the teacher and receive instructions as well as the materials to be accomplished by the learner for the week (Codamon, 2020).

The Implementation of Modular Distance Learning

a. Foreign literature

According to Tucker (2001) as cited by Driscoll (2012), distance education can be just as good as traditional face-to-face education. There is no significant difference found between pre-test scores, homework grades, research paper grades and final course grade observed in distance education to the traditional education. Distance education students scored higher in pre-test, post-test and final exam scores, but it does not provide sufficient evidence to conclude that distance education is superior to traditional one.

In Russia, distance education assumes a prominent role in the education system. In Saudi Arabia, distance education is still in the early stages, with a view to future projects to enhance the dissemination of education and lifelong learning. While in Turkey, growing numbers in residential programs do not imply a decline in open and distance education, the country has adopted policies supporting open and distance education (Olaf Zawacki-Richler et al., 2015).

Meanwhile, Rockwell et al. (2000) recommended that research and evaluation needs in distance education should focus on (1) cooperation and collaboration among institutions, (2) designing the educational experience for the distance learner, (3) teacher preparation, and (4) educational outcomes.

b. Local Literature

Dangle and Sumaoang (2020), recommended that to further improve the implementation of modular distance learning, a reduction of activities from the modules, more examples for each subject and home visitation are highly encouraged.

De Villa and Manalo (2020) in their study revealed that as education migrates to a New Normal, teacher makes necessary preparations to equip work and manage to cope with new challenges. The higher offices and school authorities should work with teachers at the implementation of distance learning to address their needs in resources and training to effectively facilitate the delivery of quality education for students.

In the initial implementation of printed modular distance learning in the City of Naga (Labrado et al., 2020), the study revealed minor issues and problems and developed necessary interventions to address the said problems.

III
Research Questions

This research study focused only on the implementation of printed modular distance learning. More specifically it addressed the following research questions:

1. What is the demographic profile of the students, parents, and teachers respondents in terms of:
    1.1 Age
    1.2 Gender
    1.3 Occupation
    1.4 Grade level

1.5 Grade level advisory
1.6 Educational Attainment

2. What are the challenges encountered in the implementation of printed modular distance learning by the:
    2.1 Students
    2.2 Parents
    2.3 Teachers

3. What are the interventions needed to address the challenges encountered in the implementation of printed modular distance learning?

IV
Scope and Limitation

The study is limited only in the implementation of printed modular distance learning in Espiridion F. Encabo I Memorial High School SY 2020-2021. It covers the challenges encountered and the interventions needed in the implementation of the aforesaid learning delivery modality.

The study utilized three groups of respondents: (1) students group- students enrolled in EFEMHS for the SY 2020-2021 (2) parents group (3) teachers group.

The research study is descriptive in nature; therefore the researchers utilized the descriptive method of research.

V
Research Methodology

Presented in this chapter are the discussions on how this study was conducted using different methods particularly research design, research instrument, data collection, ethical issues, plan for data analysis, and research locale.

Research Design
In this study, the researchers employed a qualitative and quantitative descriptive research design. Descriptive research design will be used in gathering of data and information in the challenges encountered in the implementation of printed modular distance learning. Also, the number of respondents and the analysis of their demographic profile require a quantitative approach since the result in data will be subject to statistical analysis.

Research Instrument
This study employed a survey method using a prepared structured questionnaire. The survey questionnaire was adopted from the study of Dangle and Sumaoang (2020) but there are modifications conducted in order for the questionnaire to be suitable in achieving the objectives of the study. The questionnaire includes questions in gathering the information of the respondents' demographic profile (age, gender, occupation, grade level and grade level advisory), challenges encountered by the students, teachers, and parents in the implementation of printed modular distance learning (in Dichotomous and Open Ended Survey Question).
The questionnaire was divided into three groups: students, parents and teachers group.

Sampling
Using a simple random sampling method the researchers obtained a sample size of sixty (60). Thirty (30) students, fifteen (15) parents and fifteen (15) teachers were selected. It is noted that the 30 students are the grade 7 to grade 12 who are enrolled in EFEMHS for the SY 2020-2021. And the 15 parents' participants in the study are those who has child or who have children that is/are currently enrolled in the said school, while only 15 out of 31 teaching staff of the school were selected.

Data Collection

The researchers personally administered the structured questionnaire to the teachers group, however for the students and parents group the researchers hired two enumerators to attain the desired number of respondents following of course the health protocol guidelines.

Ethical Issues

Given a limited amount of time to conduct research, the researcher only secured a letter of approval from the School Principal and Barangay Council to conduct research about EFEMHS implementation of printed modular distance learning.

Plan of Data Analysis

The prepared structured questionnaire used a Dichotomous and Open Ended Survey Questions. For the analysis of demographic profile of the respondents, the researcher employed a tabulation and graphical illustration. And deductive thematic analysis was used in the interpretation and coding of data for the open ended questions.

Research Locale

Figure 1.0. Map of Barangay Puga-an, Iligan City

Source: Barangay Puga-an Records

Figure 1.0 presents the map of Barangay Puga-an, Iligan City where the Espiridion F. Encabo I Memorial High School is located. Barangay Puga-an comprises of 29 Puroks, these Puroks are the identified locations of the EFEMHS learners from Grade 7 to Grade 12.

VI
Results and Discussion

This chapter presents the results of the data analysis and its discussions in three sections: Students' Group, Parents' Group, and Teachers' Group.

*Presentation of the Demographic Profile of the Students' Respondents.*

Table 1.0
Frequency and Percentage Distribution of Students' Respondents Demographic Profile

Variables	Categories	Frequency	Percentage (%)
Age Range	12-15	6	20
	14-15	7	23.33
	16-17	2	6.66
	18-20	15	50
	20 Above	-	-
	Total	**30**	
Sex	Male	10	33.33
	Female	20	66.66
	Total	**30**	
Grade level	Grade 7	3	10
	Grade 8	6	20
	Grade 9	3	10
	Grade 10	3	10
	Grade 11	-	-
	Grade 12	15	50
	Total	**30**	

Table 1.0 presents the frequency and percentage distribution of the student respondents according to their age, sex, and grade level. It is depicted in the table that half of the student respondents are in the 18-20 age range, followed by those who belong to age range of 14-15 years old with 7 or 23.33 percent, and 2 or 6.66 who are 16-17 years old.

As to sex and grade level, it is reflected in the table that more than half of the student respondents or 66.66 percent are female. And half of the total student respondents are grade 12, followed by 8th graders 6 or 20 percent, and the rest are 7th graders, 9th graders and 10th graders with a frequency of 3 or 10 percent.

Figure 2.0
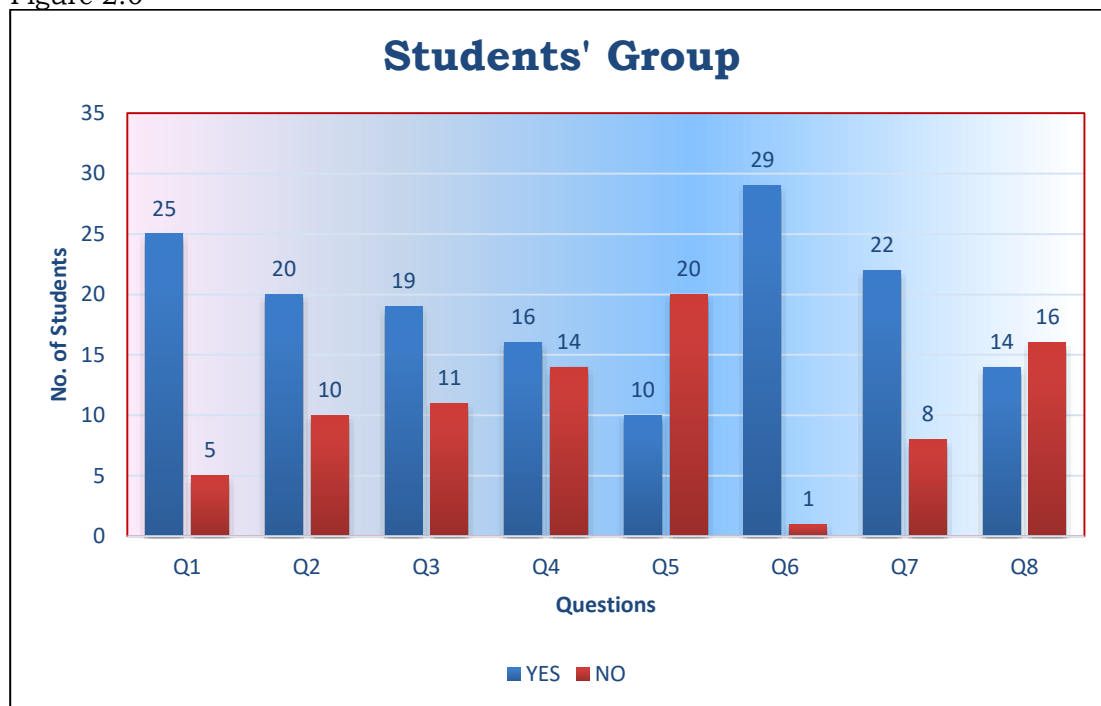
Challenges Encountered by the Students in Answering the Module
Q1: Are you having difficulty with the new learning modality that our school implemented?

Q2: Do you have enough time answering your module? , Q3: Are the modules difficult?
Q4: Can you answer the modules on your own without the help of your parents or siblings?
Q5: If you find the module difficult, do you ask your teacher? , Q6: Are your teachers approachable?
Q7: Do you have gadget/s to help you answering your module? , Q8: Do you have internet connection?

Figure 2.0 above demonstrates the challenges encountered by the students in answering the modules. It can be seen that most of the students are having difficulty in this new learning modality. 25 out of 30 participants had a hard time answering their modules. Most of them reported that is difficult to understand the modules because discussions and explanations are not provided, and some of the modules presented limited examples of the topic/s. Twenty (20) of them said that they do not have enough time to accomplish their modules in a week.

More than half of the student respondents said that all of the subjects are difficult especially Mathematics, because Math problems are difficult to solve and no detailed explanation is provide, others said that the subjects that they are having difficulty with are TLE, Araling Panlipunan, and Specialization for the Senior High School Students.

Noteworthy, the students can answer their modules independently, but unsure if the answers are correct. While the other 14 said that they cannot answer it independently. Parents are at the top of the list helping the students in answering the modules, followed by siblings and classmates. While those who have access in the internet, it is of great help for them to research things that they do not understand in the module.

At this time of pandemic the students are grateful that the teachers are easy to approach every time they have questions in answering the module, but since most of the students in EFEMHS live in distant Purok and the network receptions are very poor it challenges them to communicate to their teachers.

Lastly, majority of the students 22 of them have gadgets like cellphone that is useful in their learning, however they only enjoy internet connection from the mobile data promos of their network provider. Given the poor network reception in their respective Puroks we can expect that students' internet connection is not reliable.

Table 2.0
Frequency and Percentage Distribution of Parents' Respondents Demographic Profile

Variables	Categories	Frequency	Percentage (%)
Age Range	20-30	2	13.33
	30-40		
	40-50	9	60
	50-60		
	60 Above	3	20
	Total		
		1	6.66
		-	
		15	
Gender	Male	1	6.66
	Female		
	Total	14	93.33
		15	
Occupation	Factory worker	5	33.33
	Market Vendor		
	Housekeeper	5	33.33
	Baker		
	OFW	2	13.33

Total		
	1	6.66
	1	6.66
	15	-

Table 2.0 presents the demographic profile of the parent respondents. More than half 9 or 60 percent of the parent respondents are in the 30-40 age range, while 1 or 6.66 percent who is 50-60 years old. Nearly 100 percent are female respondents who participated in the survey. As to occupation of the parent respondents, 5 or 33.33 percent are workers of Suka Pinakurat Factory, 5 also are market vendors, while others are baker and OFW.

Figure 3.0
Challenges Encountered by the Parents in the Implementation of Printed Modular Distance Learning
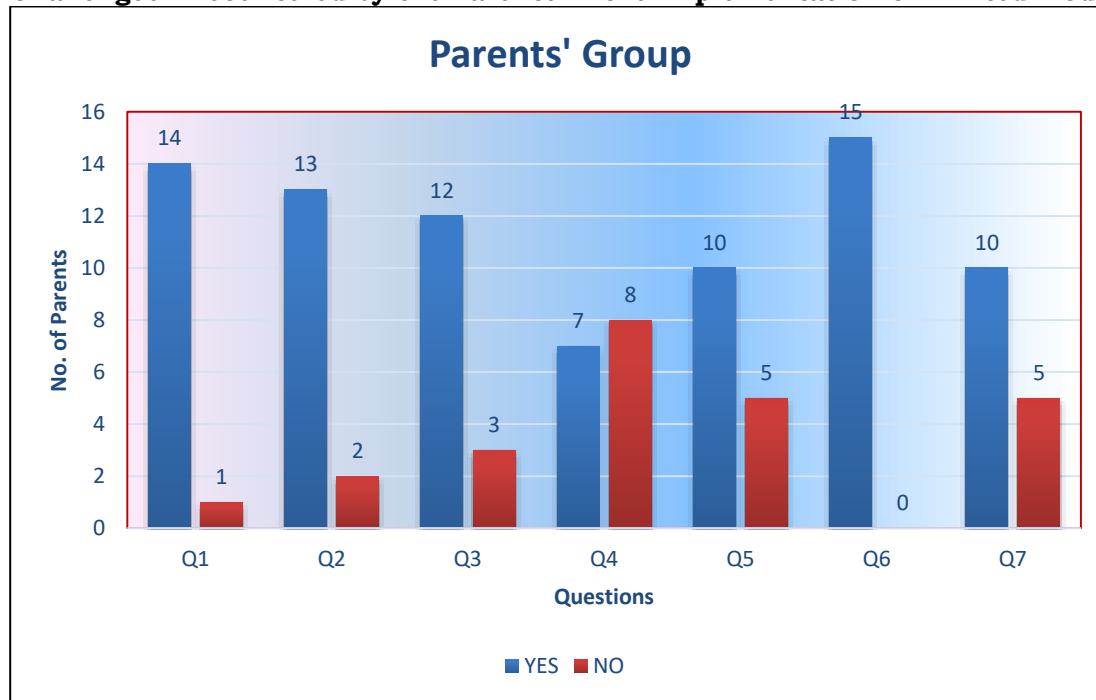
Q1: Are you a working parent? , Q2: Do you prefer modular distance learning?
Q3: Do you have time to help your child in answering his/her module?
Q4: Do you have gadget/s to your child in answering his/her module?
Q5: Are you having difficulty in the set schedule of the school in distribution and retrieval of modules?
Q6: Are the teachers of your child approachable? , Q7: Do you have a stable internet connection at home?

Figure 3.0 above shows that almost all 14 of the parent respondents are working. Remarkably, most of them 12 responded that they have enough time to academically assist their child/children in answering their modules even though they are busy at work. Parents of the learners of EFEMHS preferred modular distance learning as learning delivery modality. This is also supported by 8.8 million parents in the country during the survey conducted by the Department of Education (DepEd) as to what type of learning delivery modality most likely parents would prefer (Philstar, 2020).

Eight of the parent respondents do not have gadget/s to help them answering the modules of their children. Meanwhile, more than half or 10 agreed that they have difficulties in the set schedule of the distribution and retrieval of their child's/children's modules. Text, call and social media particularly messenger through their children's account are the platforms that are being used by the parents to communicate with the teachers of their child/children. All of them agreed that the teachers of EFEMHS are approachable.

Correspondingly, table 3.0 presents the teacher respondents demographic profile. A total of 15 teachers participated as key respondents.

Table 3.0
Frequency and Percentage Distribution of Teachers' Respondents Demographic Profile

| Variables	Categories	Frequency	Percentage (%)
Age Bracket	20-30	3	20
	30-40	7	46.66
	40-50	2	13.33
	50-60	3	20
	60 Above	-	
	Total	15	
Gender	Male	6	40
	Female	9	60
	Total	15	
Educational Attainment	College Graduate	12	80
	Graduate	3	20
	Post Graduate	-	
	Total	15	
Civil Status	Single	6	40
	Married	9	60
	Widow	-	
	Total	15	
Grade Level Advisory	Grade 7	5	33.33
	Grade 8	3	20
	Grade 9	3	20
	Grade 10	1	6.66
	Grade 11	2	13.33
	Grade 12	1	6.66
	Total	15	

As shown in table 3.0, 7 or 46.66 percent of the teachers who participated in the survey are in 30-40 age range, followed by 20-30 and 50-60 years old. Majority of the teacher respondents are female and married. With regards to the grade level advisory, 5 of the teachers are grade 7 advisers, followed by the grade 8 and grade 9 advisers with 3 or 20 percent. There are 3 Senior High School teachers who participated in the survey, they are the adviser/s of grade 11 and grade 12.

Figure 4.0
Challenges Encountered by the Teachers in the Implementation of Printed Modular Distance Learning
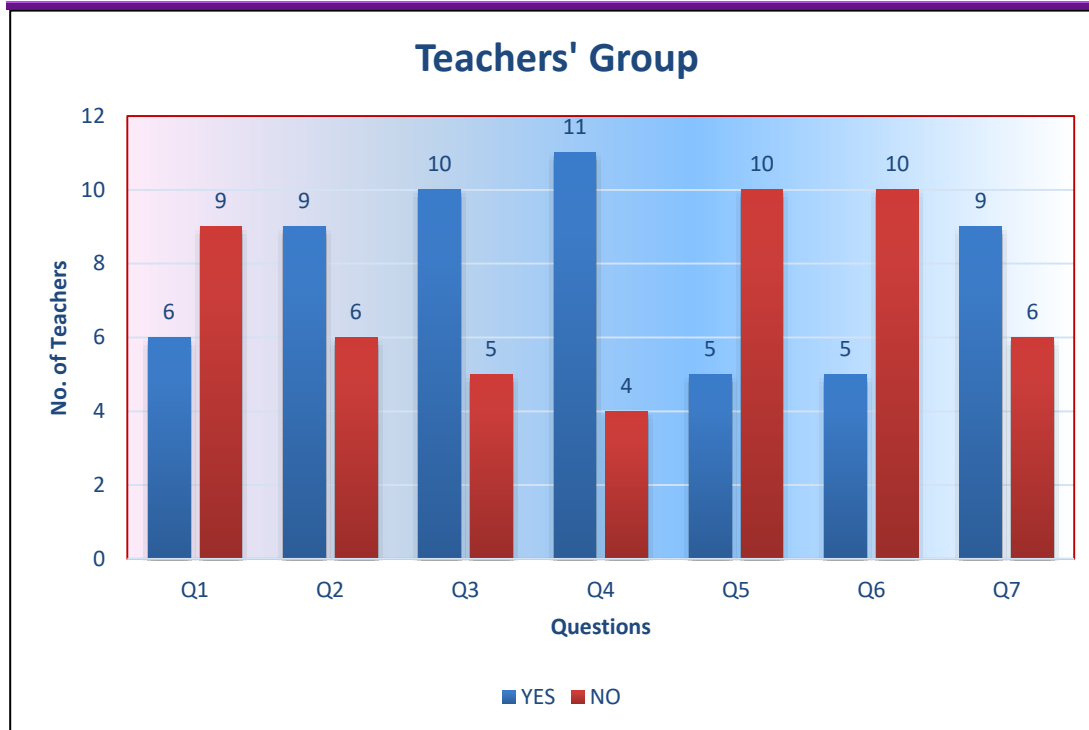
Q1: Does DepEd/Division provides all the printed modules you give to your students
Q2: Do you see any errors in the modules provided by the Division?
Q3: Do you have problems in the distribution and retrieval of the modules?
Q4: Do you have difficulty in communicating with students/parents with regards to the module distribution/retrieval? , Q5: Do you think your student can easily understand or follow the instructions in answering the modules? , Q6: Does your school have a stable internet connection?
Q7: Do you have a stable internet connection at home?

From figure 4.0, it can be seen that more than half of the teachers responded that not all of the printed modules are provided by the Division, simply because during the first quarter the school took care of the module reproduction; with the School Head's initiative to print the module from the electronic copy provided by the Schools Division Office, but with consideration of modifying the pages and the content of the modules to be able to come up with lesser pages yet the Most Essential Learning Competencies (MELCs) are still of great importance. For second quarter the Schools Division Office provided the school with the modules to be distributed to the learners following of course the 8x8 systematic plan of module distribution. However, some of the teachers reported that the modules they gave were usually incomplete, with plenty of pages and activities.

Some teachers in Senior High School Department responded that the Division Office does not provide modules for their respective subjects. Thus, they are the ones making their own modules. Meanwhile, 9 of the teacher respondents stated that they noticed errors in the modules: grammatical error, content error, spelling, and unidentifiable pictures due to size/quality.

With regards to the distribution and retrieval of modules, 10 agreed that the delay of returning of modules is a big challenge in the implementation of this learning delivery modality. 11 of the teachers are having difficulty in communicating with parents because of low network reception or signal; same is true for the students.

Majority or 10 of the teachers admitted that students cannot easily understand or follow instructions in answering the module. Furthermore, 10 of the teachers responded that the school does not have stable internet connection, while 9 of them have their own internet connection at home and 6 said that they do not have.

Figure 5.0
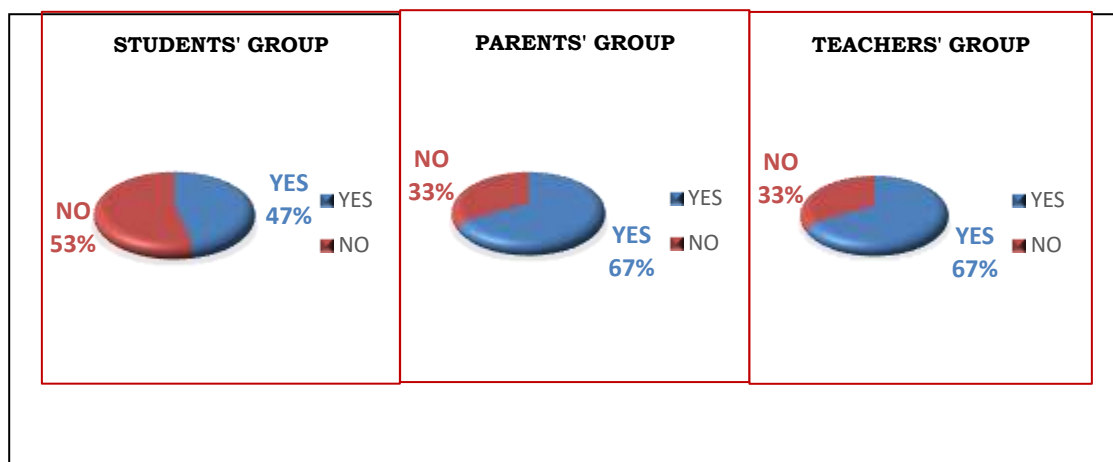**Shows the Response of the Three Groups on the Survey Question Regarding Internet Connection**

Figure 5.0 revealed that only 47 percent of the student respondents have access on the internet, while 67 percent of the parents' and teachers' respondents have access on the internet. And for the record, the internet connection that the students and parents reported is only the consumable mobile data promos of their respective network provider.

This result implies that the school cannot implement online classes at the present time and students do not have the pleasure of having internet as an alternative source of information aside from their textbooks. On the other hand, teachers' woes on the slow or unstable internet connectivity are quite depressing especially if they are having webinar and online reporting. According to Digital Education (2019) the Internet provides great opportunities to improve the quality of education. New ways of teaching and learning, better access to a much wider range of information and resources, new skills for the digital age: all these can transform lives, helping to achieve education for all.

Figure 6.0
Shows the Response of the Students' and Parents' Group on the Survey Question Regarding Gadget/s as Learning Tool for Answering the Modules
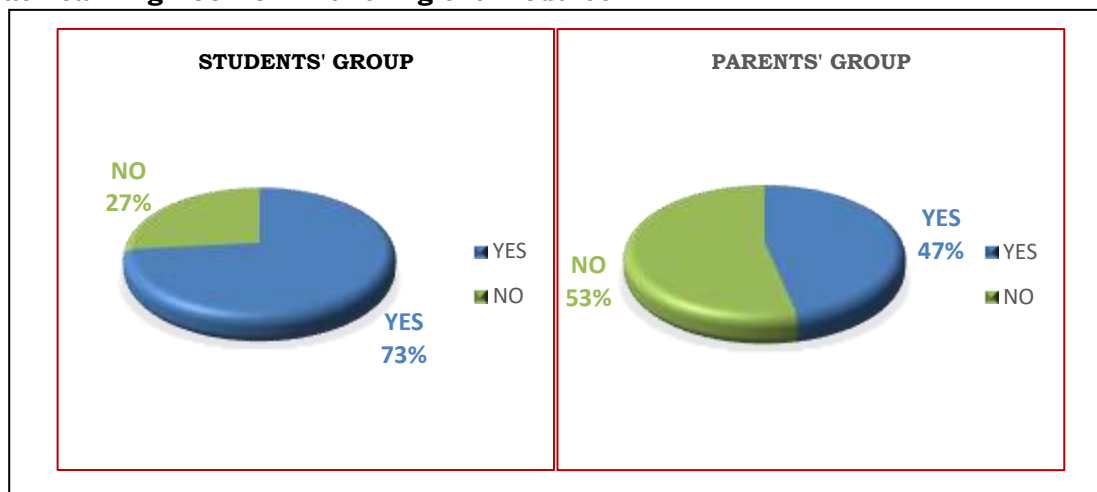
Graphical illustration presented in figure 6.0 exhibits the response of the two groups: students' and parents' on the availability of gadget/s as a learning tool for answering the modules. Results revealed that majority or 75 percent of the students have cellular phone as another tool for them to access the internet, and quickly gain information that will help them advance in any subject. Accordingly, it can also help them strengthen the essential connections between them with their teachers, make them more self-directed, and

appreciate more the education in this "new normal" setting. On the other hand less than 50 or 47 percent of the parents' respondents have cellular phone to help them in answering the modules of their child/children. Whilst only one of the students reported that she owns a laptop to help her in answering her modules.

Result implies that the use of gadgets as a learning media for student learning achievement somehow create a positive impact in students' learning and can be an effective and innovative learning media if they are truly used. This is also parallel with the findings of Ratnasari (2019) that the utilization of gadgets in learning plays an important role as a source of learning and support the process of learning to be comfortable, so that the creation of learning process is effective and efficient to improve student learning outcomes.

VII

Conclusion and Recommendation

This chapter presents the findings, conclusions, and recommendations of the study.

Findings

The findings of the study revealed the following salient points:

1. The main challenges encountered by the students in the implementation of printed modular distance learning are the difficulty in adapting in this new learning modality, majority of them had a hard time understanding the activities in the module because discussions and explanations are not provided, there are examples presented but in limited form. Also, the numerous amounts of pages in each module cause the delay of weekly submission, and worst returning it incomplete. Gadgets to access internet would have been more effective in this new educational format if internet connections are reliable, this is also supported by the parents of the students.

2. Parents of the learners of EFEMHS preferred the printed modular distance learning as learning delivery modality, but faces challenges in the set schedule of the distribution and retrieval of modules because of their work and other responsibilities.

3. Several challenges were encountered by teachers in printed modular distance learning, one of it was the plenty of pages and activities of the module that they received, and they also noticed errors in the content of the modules. Almost all agreed that the set schedule of distribution and retrieval of modules is the big challenge they encountered. Delayed submission of modules resulted to a wreaking havoc of the implemented strategic plan of 8x8 distributions. Additionally, teachers are having difficulty in communicating with parents because of low network receptions or signals.

Conclusions

1. The difficulty of answering the module due to great number of activities appeared to be the main challenges encountered by the students, parents, and teachers. The concern agency should consider this problem by reducing the activities, and take out the unnecessary topics so that students will be able to finish answering the module within a week. And by doing so, school implementation of 8x8 strategic plan of distribution and retrieval would somehow be achievable.

2. Poor internet connections, slow network signals hinder the communication between the students, parents, and teachers.

Recommendations

In the light of the findings, the following recommendations are hereby offered:

1. Reduction of activities from the modules and simplifying the module content is appreciable. Thus, teachers should re-evaluate the modules with the assistance of the Learning Area Specialist making sure that all the lessons and activities are appropriate to the needs of the learners.

2. Utilization of activity guide is highly encouraged stipulating the necessary activities that student's needs to answer.

3. Interventions for struggling learners such as consistent consultation through text, call, and other social media platforms are immediate response to the learner's needs.

4. Since Barangay Puga-an has limited network signal and internet connection; home visitation is hereby encouraged.

5. Localization of modules is highly encouraged to address the gaps of the inapt activities found in the existing modules.

VIII

Dissemination and Advocacy Plans

This presents the plan of dissemination and advocacy of the study.

Activity	Timeline
Basic Research Proposal	February 8, 2021
Data Gathering	February 8-10, 2021
Basic Research Full Paper	February 18, 2021
Intervention Program	

The matrix above shows the activities and timeline of the entire study, from the research proposal to the completion of the full research paper. The intervention program is yet to be scheduled.

IX

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Appendix A

FINANCIAL REPORT

Table for *Financial Report of the Study*

Resources Needed	Cost Estimated
Supplies & Materials	2,160.00
Binding, Printing and Reproduction/Photocopy Cost	1,650.00
Tarpaulin Cost : Poster Presentation	540.00
Division Research Congress: Presentation Cost	650.00
Total Cost	5,000.00

Appendix B

RESEARCHERS –MADE QUESTIONNAIRE

A. Students Group

Name: _____Age: _____ Grade level: _____

Challenges encountered in answering the module

Challenges	Yes	No	Reason/s
1. Are you having difficulty with the new learning modality that our school implemented?			If yes, why?
2. Do you have enough time answering your module?			If no, reason why you cannot finish it.
3. Are the modules difficult?			What subject? Why do you find that subject difficult?
4. Can you answer the modules on your own without the help of your parents or siblings?			If no, who help you?
5. If you find the module difficult, do you ask your teacher?			If no, why?
6. Are your teachers approachable?			If no, why do you think your teacher is not approachable?
7. Do you have gadget/s to help you answering your module?			If yes, what are those gadgets?
8. Do you have internet connection?			

B. Parents Group

Name: _____Age: _____Sex:_____

Occupation: _____

Challenges	Yes	No	Reason/s
1. Are you a working parent?			If yes, what's your job?
2. Do you prefer modular distance learning?			If no, what learning modalities do you prefer?

3. Do you have time to help your child in answering his/her module?			If no, why?
4. Do you have gadget/s to your child in answering his/her module?			If yes, what are those gadgets?
5. Are you having difficulty in the set schedule of the school in distribution and retrieval of modules?			If, no, why?
6. Are the teachers of your child approachable?			If no, why do you think the teacher is not approachable?
7. Do you have a stable internet connection at home?			

C. Teachers Group

Name: _____Age: _____ Grade Level Advisory: _____

Sex: _____   Educational Attainment: _____

Challenges	Yes	No	Reason/s
1. Does DepEd/Division provides all the printed modules you give to your students			If, no, who provides the modules?
2. Do you see any errors in the modules provided by the Division?			What are the common errors?
3. Do you have problems in the distribution and retrieval of the modules?			If, yes, what are the problems you encountered?
4. Do you have difficulty in communicating with students/parents with regards to the module distribution/retrieval?			If yes, cite reason/s of difficulties.
5. Do you think your student can easily understand or follow the instructions in answering the modules?			If no, why do you think they can't understand or follow the instruction?
6. Does your school have a stable internet connection?			
7. Do you have a stable internet connection at home?			

Appendix C

LETTER TO THE SCHOOL HEAD TO CONDUCT BASIC RESEARCH

Republic of the Philippines
Department of Education
Region X
Division of Iligan City
ESPIRIDION F. ENCABO I MEMORIAL HIGH SCHOOL
Puga-an, Iligan City

EUGENE B. DAGUIO
School Principal
Espiridion F. Encabo I Memorial High School
Puga-an, Iligan City

Sir:

      We Joemar D. Javier and Ian James R. Bagunas, Teacher I of Espiridion F. Encabo I Memorial High School would like to conduct a study entitled **"Espiridion F. Encabo I Memorial High School Implementation of Printed Modular Distance Learning: Boon or Bane"** as a basic research. We believed that this research will be able to come up findings that will bring valuable contribution to our school.

      We would like to request your permission to conduct our basic research in the school. This will enable me as the researcher to administer the instruments in gathering data.

      Your favorable action on this request will be appreciated.

      With my thanks.

                    Very truly yours,

                    JOEMAR D. JAVIER

                  IAN JAMES R. BAGUNAS
                    Researchers

Approved:

      EUGENE B. DAGUIO
School Principal

Appendix C

LETTER TO THE BARANGAY CAPTAIN TO CONDUCT BASIC RESEARCH

Republic of the Philippines
Department of Education
Region X
Division of Iligan City
ESPIRIDION F. ENCABO I MEMORIAL HIGH SCHOOL
Puga-an, Iligan City

VIRGIE M. RAMAN
Barangay Captain
Puga-an, Iligan City

Sir:

  We Joemar D. Javier and Ian James R. Bagunas, Teacher I of Espiridion F. Encabo I Memorial High School would like to conduct a study entitled **"Espiridion F. Encabo I Memorial High School Implementation of Printed Modular Distance Learning: Boon or Bane"** as a basic research. We believed that this research will be able to come up findings that will bring valuable contribution to our school.

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  With my thanks.

Very truly yours,

JOEMAR D. JAVIER

IAN JAMES R. BAGUNAS
Researchers

Approved:

VIRGIE M. RAMAN
Barangay Captain