Perceptions of pupils, parents, teachers, and school administrators on modular distance learning (MDL) in elementary schools in Narra Del Norte District

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Abstract

This study was conducted to identify the perceptions of pupils, parents, teachers, and school administrators of different public elementary schools in Narra del Norte District, Narra, Palawan on the extent of implementation, degree of acceptance, and the effects of Modular Distance Learning (MDL).

In gathering the required data, a researcher-made questionnaire was administered to three hundred sixty (360) pupils, three hundred sixty (360) parents, twenty-four (24) teachers, and seven (7) school administrators. The gathered data were computed and analyzed using mean, frequency, percentages, Kruskal-Wallis test, and Kendall's tau-b correlation.

On the extent of Modular Distance Learning (MDL) implementation, it was found that school administrators thought that MDL was strongly implemented, with a Grand Mean of 4.67. Teachers, with a Grand Mean of 4.35, concurred that MDL was implemented, but not to the extent that school administrators believed it to be.

As for the degrees of acceptance of MDL as the primary learning delivery mode, school administrators (XGM = 4.30) and teachers (XGM = 3.62) have shown "Acceptable" degrees of acceptance, while parents (XGM = 2.89) and pupils (XGM = 2.94) "Moderately Acceptable". This implied that pupils, parents, teachers, and school administrators embrace modular distance learning as the primary method of delivering instruction.

On the perceived effects of MDL on the Learning Delivery Expenses, Teaching and Learning process, Ability to Understand the Lesson, and Learners' Performance, the pupils and parents believed there was no effect at all. In contrast, teachers and school administrators agreed that MDL had a favorable impact on students' ability to understand the lesson but a negative impact on the costs associated with learning delivery.

Furthermore, different people have different experiences with the implementation of modular distance learning (MDL), including school administrators, instructors, parents, and students. The majority of the planning and management of school operations during the MDL implementation was the focus of the experiences of school administrators. Teachers' experiences, on the other hand, may be characterized as an increase in their regular tasks and obligations. Parents had a greater responsibility to participate in their children's education since they needed to help and instruct them so that they would continue to learn. And as for the students, they have discovered how to use technology to interact with their peers and teachers while studying independently. For school administrators, instructors, parents, and students, modular distance learning has delivered rich and meaningful experiences that are useful in their future decisions.

School administrators, instructors, parents, and students varied significantly in their levels of acceptance of perceived utility (PU), perceived ease of use (PEOU), attitude toward utilizing (ATU), and readiness to use (RU).

Lastly, there was a strong correlation between the levels of acceptability and reported impacts of MDL implementation among teachers, parents, and students. However, there was no correlation between the school administrators' acceptance level and how they perceived the impacts of MDL.

Keywords: elementary schools, pupils, parents, teachers

Introduction

The fast advancements in communication and information technologies and the spread of the internet have brought great opportunities in education. Also, due to unavoidable circumstances, just like pandemic and natural calamities, educators, who are forced to find ways to continue delivering the education everyone deserves.

Have seen the opportunity to use various learning modalities, specifically online learning, modular distance homeschooling, and blended learning. Among these learning modalities, every school and its teachers must adequately assess the suitability of such in their respective learners' needs and capacities.

In the Philippines, the Department of Education (DepEd) has instructed the schools to correctly choose the appropriate learning modality by considering the availability of learning resources, the modality of choice of parents and learners, and ensuring the health and safety of all learners and DepEd personnel (DepEd, 2020). Prior to the opening of the classes, DepEd through its personnel in the field conducted a survey where parents and teachers were asked to choose the learning delivery modality they prefer for their children's education. The result showed that 8.9 million parents chose distance learning through a self-learning module for their children. The third most popular technique was online learning, which was chosen by 3.4 million parents, followed by instructional television, which was chosen by 1.3 million. According to the study, 6.5 million parents indicated they could go online, while 6.3 million said they could not. In the survey, more than 3.4 million people stated they had access to the internet at home. Furthermore, over 3.6 million said that they have a television but without cable at home, while 2.6 million have a line TV. Meanwhile, a total of 937,000 parents chose radio-based schooling, while little over half a million chose "alternatives" that were not specified in the study. Almost 5.9 million parents have smartphones at home, while 3.8 million have "basic" cell phones (Bernardo, 2020).

While modular learning is at the center of current initiatives for change, it is crucial to have a common interpretation and meaning of the concept of modular learning (Friestad-Tate, Schubert, & McCoy, 2014). Despite this, most schools have opted for the modular distance learning modality, which allows learners to learn using printed or digital self-learning modules (SLMs) because there are numerous limitations in using other learning modalities. One of which is the turtle-like speed of the internet in the Philippines is considered one of the slowest in the world. Many schools opted to modular distance learning in this time of the pandemic. With this learning modality, the teachers are responsible for monitoring every learner's progress and assisting learners via different means such as email, phone calls, text messaging, and other social media platforms (Llego, 2020).

Correspondingly, the Schools Division of Palawan mandated its schools to correctly identify and use the most appropriate learning delivery modes for their respective clientele – the pupils. For various reasons, all public elementary schools in the Municipality of Narra, Palawan, Philippines, chose Modular Distance Learning (MDL) as their primary learning modality. However, the use of this modality, which is unfamiliar to many, has brought challenges to school personnel and the learners and their parents.

With this frame, this study is poised to identify the perceptions of pupils, parents, and teachers at a public elementary school in the Narra del Norte District on the supposed effects of Modular Distance Learning (MDL) to properly come up with a probable solution to some existing challenges.

Statement of the Problem

This study generally identified the perceptions of pupils, parents, teachers, and school administrators of different public elementary schools in Narra del Norte District, Narra, Palawan, on the extent of implementation, degree of acceptance, and the effects of Modular Distance Learning (MDL).

Specifically, it sought answers to the following questions

1. What is the extent of Modular Distance Learning (MDL) implementation in public elementary schools in Narra, Palawan?
2. What is the degree of acceptance of the pupils, parents, teachers, and school administrators on the Modular Distance Learning (MDL) as the main learning delivery modality?
3. What are the effects of Modular Distance Learning (MDL) perceived by pupils, parents, teachers, and school administrators?
4. What are the experiences of pupils, parents, teachers, and school administrators relative to Modular Distance Learning (MDL)?
5. Is there a significant difference between the pupils', parents', teachers', and school administrators' degrees of acceptance of MDL implementation?
6. Is there a significant relationship between the pupils', parents', teachers', and school administrators' degrees of acceptance of Modular Distance Learning (MDL) implementation and their perception of its effect?

Objectives of the study

The purposes of this study were the following

1. To determine the extent of Modular Distance Learning (MDL) implementation in all public elementary schools in the Narra del Norte District.
2. To find out the degree of pupils', parents', teachers', and school administrators' acceptance of the Modular Distance Learning (MDL) as the main learning delivery modality.
3. To identify the effects of Modular Distance Learning (MDL) as perceived by pupils, parents, teachers, and school administrators regarding learning delivery expenses, the teaching-learning process, learners' performance, and ability to understand the lessons.
4. To recognize the experiences of pupils, parents, and teachers relative to Modular Distance Learning (MDL)?
5. To determine the difference in pupils', parents', teachers', and school administrators' degrees of acceptance of MDL implementation.
6. To determine the relationship between the pupils', parents', teachers', and school administrators' degrees of acceptance of Modular Distance Learning (MDL) implementation and their perception of its effect.

Significance of the Study

This study gathered data about the perceptions of pupils, parents, teachers, and school administrators in the Narra del Norte District public schools on the effects of Modular Distance Learning (MDL). The findings of this study aimed to be significant in the following:

The school heads. In determining the level of implementation of Modular Distance Learning (MDL) in public elementary schools, the school will be able to come up with a concrete answer to the challenges the MDL has brought.

Teachers. Finding out the degree of pupils' and parents' acceptance of Modular Distance Learning (MDL) as the main learning delivery modality will allow the teachers to improve.

Pupils. Knowing the learners' perceptions of Modular Distance Learning (MDL) would help them better understand its concept and implementation process leading to better school engagement and academic performance.

Parents. The results of this study would provide the parents clearer understanding of Modular Distance Learning (MDL), thus, making them more engaged in their child's school activities and schoolwork.

Future researchers. Identifying the effects of Modular Distance Learning (MDL) as perceived by pupils, parents, and teachers will provide bases for future actions and references of other researchers.

Author. The findings of this study will help the researcher in his implementation of modular distance learning. Having research-backed knowledge of the perceptions of stakeholders of the Modular Distance Learning (MDL) would make the researcher more adept at its implementation.

Hypotheses

1. There is no significant relationship between the pupils', parents', teachers', and school administrators' perceptions toward Modular Distance Learning (MDL) and the degree of acceptance of the implementation.
2. There is no significant relationship between the pupils', parents', teachers', and school administrators' Modular Distance Learning (MDL) experiences and the degree of acceptance of Modular Distance Learning (MDL) implementation.

Scope and Limitation of the study

The research was limited to the identification of the degree of acceptance of the pupils, parents, and teachers on the Modular Distance Learning (MDL) as the main learning delivery modality, the effects of Modular Distance Learning (MDL) as perceived by pupils, parents, and teachers, and the experiences of pupils, parents, and teachers relative to Modular Distance Learning (MDL) and proving the relationships of the said variables.

This study only included Grades 4 to 6 pupils. This means that the samples used for this study do not equally represent the pupils in the Municipality of Narra, and there is gender disparity among the respondents, which may also affect the quality of the findings of this study. The number of respondents and the locale of the study can also be widened.

Review of Related Literature

The global impact of Covid-19 is multifaceted and is evident in almost all sectors, particularly the health, economic, and educational sectors. Following the declaration of the outbreak as a pandemic in March 2020, there have been several regular updates on the impact of the virus on the lives of millions of people worldwide. The COVID-19 pandemic has resulted in a dramatic loss of human life worldwide and poses a supreme threat to public health, food supplies, and the world of work. The economic and social damage created by the pandemic is devastating. Tens of millions of people are at risk of slipping into severe poverty, while the number of undernourished people, globally estimated at approximately 690 million, is at risk. Additionally, Millions of companies pose an imminent threat. Almost half of the world's 3.3 billion workers are at risk of losing their livelihoods. Informal economic workers are disadvantaged because most of them lack basic security and access to adequate health services and have lost access to productive assets. For others, no money means no food or, at best, less food and less quality food (WHO, 2020).

A recent study by Chakraborty and Maity (2020) states that the Coronavirus pandemic is considered the most crucial public health crisis of the century and the most significant threat facing humanity since the Second World War. It has spread exponentially across the globe, presenting immense health, economic, environmental, and social challenges to the entire human population. The spread of coronavirus is seriously affecting the global economy. Almost all nations strive to delay the spread of the disease by monitoring and treating patients, quarantining suspicious individuals by contact tracing, limiting gatherings, and maintaining partial and complete lockdowns. Chudic (2020) points out that the Covid-19 pandemic is a global shock that entails both supply and demand uncertainty in the interconnected world economy. On the production side, diseases decrease labor supply and output, while lockdowns, market closures, and social distances cause supply instability. On the demand side, layoffs, lack of profits, and worsened economic environment decrease household usage and spending by companies. Extreme confusion about the course, length, severity, and effect of the pandemic could lead to a vicious spiral of dampening market and consumer trust and tightening financial conditions, leading to job losses and investment. The main problems for this pandemic are classifying this great shock, preparing for its consequences, considering its cross-country spillovers, and measuring the instability of the environment.

Dealing with the unexpected difficulties of the COVID-19 pandemic has taken a significant toll on people worldwide. As seen in the reports, people from various countries have spoken about how the pandemic has influenced their lives. As a result, the primary objective of each nation was to minimize the spread of the virus and reduce its burden on the general population and the most vulnerable populations. One of the severely affected sectors is education. Markedly, it has influenced education systems worldwide, contributing to the near-total closure of schools, universities, and colleges. The United Nations Educational Scientific and Cultural Organizations [UNESCO] (2021) reported that more than 1.5 billion students in approximately 165 countries were affected by the closure of schools and campuses.

As part of measures to restrain the spread of coronavirus, public areas such as schools, hospitals, and workplaces are being locked down so that people can stay at home. This measure ensures the limitations of interactions of people particularly the students with others and then slows down the spread of the virus.

As UNESCO (2020) pointed out, the crisis is intensifying pre-existing educational discrepancies by reducing the opportunities for many of the most vulnerable children, young people, and adults – those living in poor or rural areas, girls, refugees, people with disabilities, and displaced persons – to continue learning. Learning losses are also likely to extend beyond this generation and erase decades of progress, not least in support of girls' and young women's access to and retention of education. Some 23.8 million additional children and young people (from pre-primary to tertiary) may or may not have access to school next year due to the economic impact of the pandemic.

Similarly, Panth (2020) stressed that the pandemic has had tremendous destructive impacts on everyday life. The result has been detrimental to schools that appear to be closing down. Students and infants are left at home with little to no

access to school. Researchers predict that an entire year of schooling could be missed, suggesting that a whole class of students could be indefinitely lagging in their learning. Consequently, the crisis and its reaction have uncovered vulnerabilities in education structures, thus providing opportunities to reshape school education into a new model that is more resilient and robust. This pandemic is not the first, or the last, to impact countries and schools. These crises are becoming more possible due to climate change, technical innovation, and globalization.

Kuhfeld, as mentioned in the study of Terada (2020), predicts that, on average, pupils will suffer major declines in reading and math, losing about three months' worth of reading gains and five months' worth of math gains. The greatest takeaway is not that academic regression is likely to happen—at a given point—but that students are returning to school having deteriorated at significantly different rates.

Espino-Díaz et al. (2020) found out that education professionals face challenges in dealing with the new circumstances caused by the pandemic, causing high levels of stress and anxiety. A survey also revealed that 92.8% of teachers suffered emotional exhaustion, stress, anguish, or anxiety due to confinement and distance education. Excessive bureaucratic activities, vague orders, lack of help for teleworking, and lack of technological infrastructure were the critical issues found by the students. Possible problems posed by such policies include inadequate online teaching technology, lack of teacher instruction, a lack of information, and a diverse home environment.

In the Philippines, the sudden shift to online learning created a hot debate citing the poor living conditions of the learners. Magsambol, as quoted in the study of Ancheta (2020), notes a clear difference between those who can and cannot afford the money to make use of the modern educational network. The overall state of children in the public school system gives a message of injustice to the Department of Education mantra 'no one left behind.' However, schooling cannot be canceled as much as it does to push the economy. This led to tighter measures for education institutions in sustaining their operations despite the impending risk.

However, despite the challenges brought by the pandemic, most countries all over the world chose to continue education on different platforms. Muyot (2020) asserts that children must continue learning, and their rights to have access to education must be fulfilled even schools are closed. The government must explore different learning modalities to support children's education. However, they should remain protected from the Covid-19.

In the Philippines, the Department of Education (DepEd) is addressing the challenges of basic education for the 2020-2021 school year as the country continues to address the different issues raised by the Coronavirus pandemic. As a response, the department issued a DepEd Order 12, series of 2020, adopting the Basic Education Learning Continuity Plan for School Year 2021 in the light of COVID-19 public health advisory. In line with this, the schools can adopt maybe one or a combination of learning modalities depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality (DepEd, 2020).

In order to learn and develop one's skills and competencies, going to school is considered the best option. While school time can be enjoyable and improve social skills and social knowledge, from an economic point of view, the primary point of being in school is that it enhances a student's potential. The longer time spent in school or the instance of skipping school, indeed, have implications for the development of skills (Burgess, 2020).

Modular Distance Learning Modality

As no one knows when it will end, the coronavirus pandemic markedly outlines the new educational setup called the new normal education. Every country desire to continue to sustain and provide quality education despite lockdowns and community quarantines. Hence, this leads to new normal education setups in education sectors.

Under the current normal situation, the condition poses a particular obstacle to the decision-making process of each educational leader. Therefore, to ensure the standard of education offered to all schools, it is important to discuss the possibilities for reacting to challenges, concerns, and developments that exist and will arise in the future due to the COVID-19 pandemic. Subsequently, what is worth researching since returning to normal is the consequences that have emerged for the day after, that is, what changes ought to be made, the nature of the condition, and the definition of the essential aspects of schooling and learning in structured education structures and organizations in the sense of educational disturbances (Tria, 2020).

UNESCO (2020) states establishing distance-learning strategies is a broad response to sudden interruption of educational processes because of unexpected school closures. A concern for equity and inclusion guides these strategies, and the need to ensure that distance learning is designed and delivered does not exacerbate existing educational and social inequalities. However, the planning of more comprehensive distance learning strategies should be guided by both immediate mitigation needs and long-term goals. Beyond the response to the current crisis, the efforts to deploy distance learning at scale across all levels of education provide valuable lessons. They may lay the foundation for longer-term goals of building more open, inclusive, and flexible education systems after the COVID-19 pandemic has passed.

The Department of Education defines Distance Learning as a learning delivery modality where learning occurs between the teacher and the geographically remote learner during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. Modular Distance learning (MDL) is the widely used modality among the three types of modalities among public schools. Modular Distance Learning involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides, and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage, and computer-based applications can all be used to deliver e-learning materials, including offline E-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask for assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as a para-teachers. Furthermore, Online Distance Learning features the

teacher as a facilitator, engaging learners' active participation with various technologies accessed through the Internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning allows live synchronous instruction. It requires participants to have a good and stable internet connection. It is more interactive than the other types of distance learning. Lastly, TV/Radio-Based Instruction utilizes SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio Based Instruction.

Additionally, a survey made by the DepEd outlined in the study of Dangle and Sumaoang (2020), contends that Modular Distance Learning is the most popular modality in the Philippines. All schools currently use this learning modality. Learning through printed and digital modules emerged as the most preferred distance learning method for parents with enrolled children this academic year. This is also in consideration of the learners in rural areas where the internet is not accessible for online learning.

As a response, the department issued a DepEd Order 12, series of 2020 adopting the Basic Education Learning Continuity Plan for School Year 2021 in the light of COVID-19 public health advisory. In line with this, the schools can adopt maybe one or a combination of learning modalities depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality (DepEd, 2020).

Challenges encountered in the implementation of Modular Distance Learning

Since the program is newly implemented, it becomes normal that not everything is perfect. At the beginning of the new academic year, multitudes of concerns were raised. The Pangasinan educators argue that the educational modules have two serious problems. First, some of them are so riddled with mistakes that are much more serious than mere typographical or editing errors that they are unusable; several teachers reportedly were told by supervisors not to use the faulty modules. Second, the expense of reproducing and distributing the printed modules has already exhausted the funds available to schools and teachers for the purpose of forcing teachers to dip into their own pockets to provide the materials for their students (Manila Times, 2020).

In addition, Santos (2020) disputes that Modular learning has created extra work for the Philippines' 42,000 public school teachers. Teachers are currently begging for bond paper and ink donations to print modules, and despite the efforts to print learning materials, the signal is still needed to contact and follow up with learners. Unfortunately, there are provinces and places all over the country having weak or no signal at all.

Another worry raised is the support and capability of the parents to facilitate their children at home. Parents play a big part in the new normal setup. Learning will be moved to the student's homes, and parents will somewhat take on the role of teachers. Due to these changes, several concerns have been raised, such as what kind of instruction will be done at home, how the parents will manage their children's learning, especially the toddlers, and what class schedule will full-time working parents follow. Several questions have been asked: "How will the parents be able to manage to help their kids learn while looking for ways to earn?" "How can they teach their children if they have not finished tertiary education?" (Arias, 2020).

Correspondingly, Dollanganger (2020) discusses the challenges faced by students in implementing Modular Distance Learning. In particular, students learn a style in which learners have different attitudes toward traditional and modular learning. In modular learning, learners tend to be independent, most of whom make adjustments. Another problem is the attention, focus as well as comprehension ability of the learners. Gadgets usually disrupt our youth. It is very difficult to concentrate on answering their modules. Besides, learners' ability to comprehend the modules is also a major problem. Family support is also highlighted as a problem for the learners to accomplish modules. Some parents do not have the patience to go to school and get their children's modules. Some learners are independent and do not have someone to help.

Acceptance of Modular Distance Learning

During the pandemic, online learning has gained enough popularity as it seems to be the most practical means of continuing education. However, distance learning may come in various forms, and online learning is just one type of many distance learning modalities (Joaquin, Biana, & Dacela, 2020). In relation, various public schools have adopted Modular Distance Learning rather than the online modality.

Distance learning is viewed to primarily aims at making education available to those who are unreachable, underprivileged, and inaccessible (Biana, 2013). Since COVID-19, distance learning has become essential for students and educators worldwide (Ali, 2020). Furthermore, the study conducted by Fidalgo et al. (2020) revealed that time management, motivation, and English language proficiency were the three main issues students had with distance learning. Many students said they were interested in taking distance learning classes despite having certain reservations.

Accordingly, as per the study of Aksan (2021), students agreed to use the modular distance learning (MDL) strategy, indicating that they had favorable opinions of MDL. In his study, students have shown to agree that MDL has positive effects, as such: "have a lot of time to answer the activities," "they can be guided by friends, parents, and relatives," they can be more active and self-directed," it helps them explore themselves," and it is more flexible than other modalities." The study also showed that MDL presented little difficulties for students who consented to use it and that it improved their academic results. Therefore, it is safe to say that MDL positively affects students; thus, its continuance is recommended.

MDL modality has benefits such as strengthening family ties, fostering independence in learning, and saving money. However, it also has adverse effects, including decreased students' academic performance, an additional burden to parents, lesser teacher-learner interaction, a lack of peer socialization, reduced exposure to pertinent school activities, and exposure to numerous distractions at home. With this, additional learning resources and ongoing supervision via home visits are required to ensure learning (Dargo and Dimas, 2021).

Samortin et al. (2022) found that even though the study's participants engaged in self-learning modules, they still needed internet access to submit some of their needs and better comprehend the lectures because the teachers were not physically present.

Accordingly, students' prior exposure to modular distance learning influences their actions and learning. In modular distance learning, students' experiences substantially impacted their performance and comprehension. The importance of engagement with the instructor is demonstrated by the significant impact that student-teacher interaction had on performance and learning. The interaction between the learner and the teacher demonstrates the possibility of feedback and direction from the teacher. Students' enjoyment and academic success are significantly influenced by understanding. Their performance significantly influences students' academic success and contentment. The academic success and pleasure of the students had a substantial impact on perceived effectiveness. However, students' behavior, knowledge, and the performance had little bearing on how well they interacted with their teachers (Jou, Mariñas, & Saflor, 2022).

To explain the relationship between user expectations, behaviors, and behavioral intentions for the use of technology, several well-known theories and models have been utilized. The factors influencing students' acceptance of distance learning in Jordan during COVID-19 were determined using the Unified Theory of Acceptance and Use of Technology (ATAUT), which helps identify users' intentions to use information technology systems and their subsequent behavior. "Performance expectancy, effort expectancy, social influence, and facilitating conditions" comprise ATAUT's four primary constructs (Sakka, 2022). The results of Sakka's (2022) study gave decision-makers crucial information; they should take into account the fact that Jordanian students' primary motivation for using distance learning is the value they can obtain, regardless of expected performance, cost, or effort, and that; as a result, distance learning and traditional learning are comparable. The study found that students were unaware of how distance learning can result in less effort and better performance.

Finally, several variables must be considered as the Philippines transitions to a new teaching method. This comprises the ability of the teacher, the learner's circumstance and context, and the learning environment's effectiveness. Of course, these come from the more obvious problems with internet speed, material costs, and delivery methods. The best approach is to take a step back and develop a plan involving educators, learners, parents, school officials, and tech-related businesses. This collaborative approach, built on a shared vision, is the kind of original thought that this challenge demands (Joaquin, Biana, & Dacela, 2020).

Theoretical Framework

One purpose of this research was to investigate pupils, parents, teachers, and school heads' perceptions and acceptance of the Modular Distance Learning (MDL) implemented in elementary schools in Narra del Norte District in Palawan, Philippines. Testing the relationship between the perceived effects of Modular Distance Learning (MDL) and the degree of acceptance of pupils, parents, teachers, and school heads was the other aim of this study.

This research was based on the Diffusion of Innovation Model of Everett M. Rogers (2019), which involves five stages in the innovation-decision process: Knowledge, Persuasion, Decision, Implementation, and Confirmation. Persuasion occurs when an individual becomes aware of the presence of an invention and begins to grasp how it works, whereas knowledge occurs when an individual develops an attitude toward innovation. Meanwhile, the third stage, Decision, is being practiced by an individual who is aware of an invention and has established an attitude toward it. At some time, the individual will decide whether or not to embrace the innovation. The implementation stage begins when an individual begins to use innovation, and the confirmation stage occurs after an adopter has adopted innovation and continues to collect information that supports her decision (O'Malley, 1999; LaMorte, 2019; Singer, 2016). This study centers around the first two stages of Rogers' model, Knowledge and Persuasion, as it adapts to its three constructs: prior conditions, characteristics of the decision-making unit, and perceived characteristics of the innovation, to match this research's focus. This study further believes that the extent of Modular Distance Learning (MDL) implementation in public elementary schools in Narra Del Norte District, Narra, Palawan, and the degree of acceptance of the pupils, parents, teachers, and school administrators on the previously stated modality influence student perceptions regarding its effectiveness.

Conceptual Framework

Grounded on the previous concepts and ideas, the researcher postulated that the degree of acceptance of the pupils, parents, teachers, and school administrators on the Modular Distance Learning (MDL) as the main learning delivery modality might be affected by the extent of its implementation, the pupils, parents, teachers and school administrators perception of its effects, and the experiences of pupils, parents, teachers, and school administrators relative to Modular Distance Learning (MDL) as shown in Figure 1.

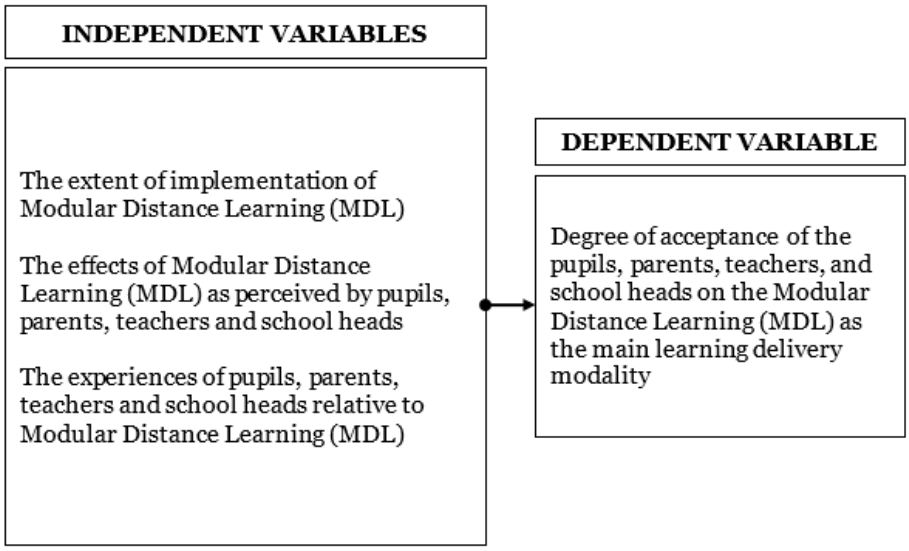

Fig 1: The research Paradigm

Definition of Terms

The following key terms used in the study were defined operationally:

Acceptance: It refers to how the teachers, school heads, parents, and pupils receive or agree on the implementation of modular distance learning.

Experiences: It denotes the pupils, parents, teachers, and school administrators' personal accounts or encounters with modular distance learning.

Effects: It is defined as either a positive or negative outcome of the implementation of modular distance learning as perceived by teachers, school heads, parents, and pupils.

Extent of implementation: It refers to the degree or point of implementation of modular distance learning as the main learning modality in public elementary school.

Modular Distance Learning: It refers to the learning modality where pupils are given modules, either in digital or printed form, to work on and learn at home.

Parents: It refers to the mother, father, or guardian of the pupils.

Perceptions: It pertains to the pupils', parents', teachers', and school administrators' concept of the Modular Distance Learning modality and its implementation.

Pupils: It refers to the learners in the elementary grade in public schools.

Teachers: It pertains to the school personnel involved in educating the learners directly.

School Administrators. It refers to the Principals, Head Teachers, and teachers In-Charge who are responsible for managing the school operations.

Methodology

Research Locale

The study was conducted in Narra Del Norte District, Narra, Palawan involving public elementary school institutions under the direct supervision of the Department of Education, Schools Division of Palawan.

Research Design

This quantitative research employed Descriptive-Correlational Approach in determining the degree of acceptance of the pupils, parents, and teachers of Modular Distance Learning (MDL) as the main learning delivery modality, the effects of Modular Distance Learning (MDL) as perceived by pupils, parents, and teachers, and the experiences of pupils, parents, and teachers relative to Modular Distance Learning (MDL), and getting the relationships of the said variables.

Respondents of the Study

In this research, Cochran's formula $n_o = \frac{Z^2pq}{e^2}$ was used in computing the sample size of pupils and parents while Slovin's Formula $n = \frac{N}{1+Ne^2}$ was used in computing the sample size of teachers and school heads. The respondents of this study was composed of three hundred sixty (360) pupils, three hundred sixty (360) parents, twenty-four (24) teachers, and seven (7) school administrators.

Research Instrument

For a realistic survey, a researcher-developed self-completed survey questionnaire was utilized. Part I of the questionnaire was composed of items describing the socio-demographic profile of the respondents. Part II was composed of 10 Likert Likert items which deal with the extent of implementation of Modular Distance Learning (MDL). Part III was composed of questions determining the degree of acceptance of teachers, school administrators, parents, and pupils on Modular Distance Learning. Part IV was composed of statements on the effects of Modular Distance Learning which the teachers and school heads, the parents, and the teachers will agree on. The last part was composed of statements about the respondents' experiences with the implementation of Modular Distance Learning (MDL).

Data Gathering Procedure

The researcher randomly selected the respondents: pupils, parents, teachers, and school administrators. The selected respondents were given a questionnaire, and the researcher explained the objective of the conduct of the survey and instructed the respondents on how the survey test be answered. After the questionnaire was completed, each item was analyzed separately using the appropriate statistical tools.

Treatment of Data

The following were the statistical tools used to analyze the gathered data:

1. The mean was used to analyze the extent of implementation of Modular Distance Learning (MDL), the degree of acceptance of the pupils, parents, and teachers of Modular Distance Learning (MDL) as the main learning delivery modality, and the effects of Modular Distance Learning (MDL) as perceived by pupils, parents, and teachers.
2. The frequency and percentage were used in analyzing the experiences of pupils, parents, and teachers relative to Modular Distance Learning (MDL).
3. The Kruskal Wallis Test was employed in determining the significant difference between the degrees of acceptance of MDL implementation between pupils, parents, teachers, and school administrators.
4. Kendall's tau-b correlation was used to determine the relationship between the perceived effects and degree of acceptance of Modular Distance Learning (MDL) implementation amongst pupils, parents, teachers, and school administrators.

Results and Discussions

In this chapter, the analysis and interpretation of gathered data are presented using Tables and texts and arranged according to the sequence of research problems.

Table 1: The extent of Modular Distance Learning (MDL) modality implementation as perceived by the administrators and teachers.

Statements	School Administrator's		Teachers	
	Mean	Descriptive Rating	Mean	Descriptive Rating
Parents and pupils are well-informed of the modular distance learning modality.	5.00	Strongly Agree	4.63	Strongly Agree
Parents are aware of the schedule of distribution and retrieval of modules and pupils' outputs	4.86	Strongly Agree	4.67	Strongly Agree
The Self-Learning Modules are distributed to parents in a timely manner.	4.71	Strongly Agree	4.50	Strongly Agree
Accomplished activity sheets/ outputs of pupils are submitted on time.	4.43	Agree	3.92	Agree
Pupils' learning progress is properly assessed.	4.71	Strongly Agree	4.54	Strongly Agree
The Self-Learning Modules are readily available	4.71	Strongly Agree	4.46	Agree
Teachers are readily available to pupils with queries or clarifications about the modules	4.71	Strongly Agree	4.63	Strongly Agree
Enough resources (such as printers, bond paper, etc.) are available	4.29	Agree	3.71	Agree
There is strong support from school stakeholders (LGU, community, parents, pupils, etc.)	4.43	Agree	4.21	Agree
The school is 100% ready for the implementation.	4.86	Strongly Agree	4.21	Agree
Grand Mean	4.67	Strongly Agree	4.35	Agree

Descriptive Rating

4.50-5.00 - Strongly Agree
3.50-4.49 - Agree
1.50-3.49 - Somewhat Agree
1.50-2.49 - Disagree
1.00-1.49 - Strongly Disagree

Table 1 presents the perceptions of teachers and school administrators on the extent of Modular Distance Learning (MDL) implementation in Narra del Norte District public elementary schools. With the Grand Mean of 4.67 and a descriptive rating of "Strongly Agree", the school administrators' point of view of the implementation of MDL could be translated as highly implemented. It can be noted that school heads posted a strong level of agreement on the statements indicating proper information dissemination, module availability, module distribution, and retrieval schedules, teachers' competence, and proper assessment of students' outputs.

The teachers' perceptions differ regarding the MDL implementation, as shown in their responses' Grand Mean of 4.35, "Agree". Although, at some points, the teachers and the school administrators have the same thoughts, such as the awareness of parents and pupils of the learning modality, the schedules of module distribution and retrieval, the proper assessment of pupils' outputs, and teachers' competence, the teachers' agreement on the schools' readiness for MDL implementation is not as strong as the school administrators.

Table 2: Degree of pupils', parents', teachers', and school administrators' acceptance of the Modular Distance Learning (MDL) as the main learning delivery modality

	School Administrator's		Teachers		Parent		Pupil	
	Mean	Descriptive Rating	Mean	Descriptive Rating	Mean	Descriptive Rating	Mean	Descriptive Rating
Perceived usefulness (PU)	4.43	Acceptable	3.92	Acceptable	3.13	Moderately Acceptable	3.15	Moderately Acceptable
Perceived ease of use (PEOU)	4.67	Highly Acceptable	3.50	Acceptable	2.88	Moderately Acceptable	3.03	Moderately Acceptable
Attitude towards using (ATU)	3.75	Acceptable	3.40	Moderately Acceptable	2.43	Fairly Acceptable	2.68	Moderately Acceptable
Readiness to use (RU)	4.34	Acceptable	3.65	Acceptable	3.12	Moderately Acceptable	2.90	Moderately Acceptable
Grand Mean	4.30	Acceptable	3.62	Acceptable	2.89	Moderately Acceptable	2.94	Moderately Acceptable

Descriptive Rating

4.50-5.00 - Highly Acceptable
3.50-4.49 - Acceptable
2.50-3.49 - Moderately Acceptable
1.50-2.49 - Fairly Acceptable
1.00-1.49 - Not at All Acceptable

In Table 2, the pupils', parents', teachers', and school administrators' degrees of acceptance of Modular Distance Learning (MDL) were presented. It is shown that MDL implementation was "Acceptable" among school administrators (X_{GM} = 4.30) and teachers (X_{GM} = 3.62), while "Moderately Acceptable" among parents (X_{GM} = 2.89) and pupils (X_{GM} = 2.94). It can be noted that school administrators posted the highest, while parents have the lowest degrees of acceptability of the MDL.

Furthermore, among the MDL indicators, Perceived Usefulness (PU) got the highest mean scores for teachers (σ = 3.92), parents (σ = 3.13), and pupils (σ = 3.15), while Perceived ease of use (PEOU) for school administrators (σ = 4.67). The indicator Readiness to Use (RU) was Acceptable to school administrators (σ = 4.34) and teachers (σ = 3.65) and Moderately Acceptable for the parents (σ = 3.12) and pupils (σ = 2.90). Moreover, the indicator Attitude Towards Using (ATU) got the least mean scores among all the respondents, where school administrators (σ = 3.75), teachers (σ = 3.40), parents (σ = 2.43), and pupils (σ = 2.68).

The findings imply that the degree of acceptance of Modular Distance Learning as the main learning delivery modality by school administrators and teachers differs from that of the parents' and pupils'.

Table 3: The perceived effects of Modular Distance Learning (MDL) as perceived by school administrators, teachers, parents, and pupils

	School Administrator's		Teachers		Parent		Pupil	
	Mean	**Descriptive Rating**	**Mean**	**Descriptive Rating**	**Mean**	**Descriptive Rating**	**Mean**	**Descriptive Rating**
Learning Delivery Expenses	4.43	Agree	3.92	Agree	3.13	Somewhat Agree	3.15	Somewhat Agree
Teaching Learning Process	4.67	Strongly Agree	3.50	Agree	2.88	Somewhat Agree	3.03	Somewhat Agree
Usefulness	3.75	Agree	3.40	Somewhat Agree	2.43	Disagree	2.68	Somewhat Agree
Grand Mean	4.30	Agree	3.62	Agree	2.89	Somewhat Agree	2.94	Somewhat Agree

Descriptive Rating
2.50-3.00 - Positive Effect
1.50-2.49 - No Effect
1.00-1.49 - Negative Effect

The perceptions of school administrators, teachers, parents, and pupils on the effects of Modular Distance Learning (MDL) are shown in Table 3. The perceived effects of MDL are categorized into four indicators: Learning Delivery Expenses, Teaching and Learning process, Ability to Understand the Lesson, and Learners' Performance. Notably, parents and pupils believed that MDL has no effect on all the identified indicators. On the other hand, school administrators (σ = 1.29) and teachers (σ = 1.28) believe the Learning Delivery Expenses. In contrast, school administrators (σ = 2.79) and teachers (σ = 2.54) view that MDL implementation positively affects the students' Ability to Understand the Lesson. Lastly, teachers and school administrators have conflicting ideas on the effect of MDL on Learners' Performance as school administrators believe there was a positive effect, but the teachers say otherwise.

Table 4: Experiences Relative to Modular Distance Learning (MDL)

Experiences	Frequency	Percentage
Administrators (n=7)		
It required the school heads to revisit the school's operations plan and craft a new Learning Continuity Plan.	7	100.00
Forging a strong relationship between the school and the external stakeholders was required.	7	100.00
It changed the school head's insights.	7	100.00
It made the school heads change the monitoring processes of teachers' classes.	7	100.00
Budgeting was intensified.	7	100.00
It required refocusing the schools' resources.	7	100.00
Teachers (n=24)		
It required the teachers to assume responsibility for the preparation of learning tasks	20	83.33
It made teachers more creative to achieve the goals of the teaching-learning process	18	75.00
It made teachers learn and adjust to technology.	20	83.33
It made teachers open to communicating with pupils at all times.	22	91.67
It changed teachers' insights.	19	79.17
It required focusing on the strategies for the delivery of lessons.	16	66.67
It made teachers review and adjust the materials and methods used.	21	87.50
Parents (n=360)		
It required so much time for us to go to school during submission of our child's outputs	191	53.06
It made us act as teachers/facilitate learning	237	65.83
It was hard for us to assist in our child's learning.	161	44.72
It made us hire private tutors to facilitate our child's learning.	108	30.00
Pupils (n=360)		
It made me use technology to interact with teachers and classmates.	232	64.44
It required me to be self-responsible for our learning.	285	79.17
It was harder to learn independently.	214	59.44
It allowed me to learn at my own pace.	219	60.83
It gave me ample time to learn and work at the same time.	195	54.17

Table 4 presents the respondents' experiences in Modular Distance Learning (MDL). The identified school administrators' experiences relative to MDL implementation include revisiting the school's operation plan, forging strong relationships with the school stakeholders, changing insights and class monitoring processes, intensifying budgets, and refocusing school resources have been agreed upon by all the seven school administrator-respondents to have experienced by them.

As for the teachers' experiences relative to MDL implementation, most of them have experienced the need to ensure to have open communication with the learners (f = 22; % = 91.67), be responsible in the preparation of learning tasks, review and revise materials and methods used (f = 21; % = 87.50) and learn and adjust to technology (f = 20; % = 83.33). On the other hand, focusing on the strategies for the delivery of lessons (f = 16; % = 66.67) was the least to have faced by the teachers.

Meanwhile, the majority of the parents have experienced acting as their children's teachers as they facilitate students' learning (f = 237; % = 65.83) and facilitate the timely submission of their children's outputs (f = 191; % = 53.05). There are 161 or 44.72% of the parents who have said they have difficulty assisting their children's learning, while only 30% or 108 parents resorted to hiring private tutors to help their children's learning.

Furthermore, the Table shows that 79.17% or 285 of the pupil-respondents said that they were forced to be self-regulating in their learnings, which is the topmost experience encountered by the pupil-respondents. Becoming technologically dependent (f = 232; % = 64.44), learning at their own pace (f = 219; % = 60.83), and pupils finding it hard to learn by him/herself (f = 214; % = 59.44) ranked second to fourth experiences faced by the respondents relative to MDL implementation. Although it is the least experience faced by the pupil-respondents, 195 or 54.17% of them believed that MDL implementation let them learn and work simultaneously.

Table 5: Difference between the pupils', parents', teachers', and school administrators' degrees of acceptance of the MDL implementation

	Adminis-trators	Teachers	Parents	Pupils	Kruskal Wallis Test (Sig)
Perceived Usefulness (PU)	4.43 (MA)	3.92 (MA)	3.13 (A)	3.15 (A)	0.000
Perceived Ease of Use (PEOU)	4.67 (HA)	3.50 (MA)	2.88 (A)	3.03 (A)	0.000
Attitude Towards Using (ATU)	3.75 (MA)	3.40 (A)	2.43 (FA)	2.43 (FA)	0.000
Readiness to Use (RU)	4.96 (HA)	3.65 (MA)	3.12 (A)	2.90 (A)	0.000

Descriptive Rating
4.50-5.00 - Highly Acceptable (HA)
3.50-4.49 - Moderately Acceptable (MA)
2.50-3.49 - Acceptable (A)
1.50-2.49 - Fairly Acceptable (FA)
1.00-1.49 - Not Acceptable (NA)

A Kruskal-Wallis test was calculated to test whether the school administrators', teachers', parents', and pupils' degrees of acceptance of the MDL significantly differ from each other. The Kruskal-Wallis test revealed that there is a significant difference between the school administrators', teachers', parents', and pupils' degrees of acceptance with respect to the Perceived Usefulness (PU), p=0.000, Perceived Ease of USE (PEOU), p=0.000, Attitude Towards Using (ATU), p=0.000, and Readiness to Use (RU), p=0.000. thus, with the available data, the null hypothesis is rejected.

Table 6: Relationship between pupils', parents', teachers', and school administrators' perceived effects and degree of acceptance of Modular Distance Learning (MDL) implementation

	Kendall's τ_b	Sig
Administrators	0.586^{ns}	0.068
Teachers	0.666**	0.000
Parents	0.182**	0.000
Pupils	0.438**	0.000

A Kendall's tau-b correlation was run to determine the relationship between the perceived effects and degree of acceptance of Modular Distance Learning (MDL) implementation amongst pupils, parents, teachers, and school administrators. There was a strong, positive correlation between the teachers' (τ_b = .666, p = .000), parents' (τ_b = .182, p = .000), and pupils' (τ_b = .438, p = .000) degree of acceptance and perceptions of the effects of MDL implementation. In contrast, there was no correlation between the school administrators' degree of acceptance and perceptions of the effects of MDL implementation (τ_b = .586, p = .068).

Summary, Conclusions, and Recommendations

This chapter presents the summary of this study's findings, conclusions, and recommendations.

Summary

This quantitative study entitled "Perceptions of Pupils, Parents, Teachers, and School Administrators on Modular Distance Learning (MDL) in the Elementary Schools in Narra del Norte District" employed a descriptive-correlational approach to identify the perceptions of pupils, parents, teachers, and school administrators of different public elementary schools in Narra del Norte District, Narra, Palawan on the extent of implementation, degree of acceptance, and the effects of Modular Distance Learning (MDL). The primary sources of data needed to answer the objectives of this study were the three hundred sixty (360) pupils, three hundred sixty (360) parents, twenty-four (24) teachers, and seven (7) school administrators.

The extent of Modular Distance Learning (MDL) modality implementation as perceived by the administrators and teachers was determined. This study found that the school administrators, having a Grand Mean of 4.67, believed that MDL was strongly implemented. In contrast, teachers with a Grand Mean of 4.35 agreed that MDL was implemented but not as strong as the school administrators' perceptions.

The degrees of acceptance of pupils, parents, teachers, and school administrators of Modular Distance Learning (MDL) as the main learning delivery modality were also investigated. Both school administrators (X_{GM} = 4.30) and teachers (X_{GM} =

3.62) have shown "Acceptable" degrees of acceptance. At the same time, parents (X_{GM} = 2.89) and pupils (X_{GM} = 2.94) moderately accepted the implementation of MDL as the main learning modality in the School Years 2020-2021 and 2021-2022. The respondents' acceptance of MDL in terms of its Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Towards Using (ATU), and Readiness to Use (RU) was investigated. The MDL indicator, Perceived Usefulness (PU), had the greatest mean ratings for teachers (σ = 3.92), parents (σ = 3.13), and students (σ = 3.15), while Perceived Ease of Use (PEOU) received the highest mean score for school administrators (σ = 4.67). Among all respondents, school administrators (σ = 3.75), teachers (σ = 3.40), parents (σ = 2.43), and students (σ = 2.68) had the lowest mean scores for the indicator Attitude Towards Using (ATU).

The respondents' perceptions of the effects of MDL implementation were also determined. The perceived effects were categorized as Learning Delivery Expenses, Teaching and Learning process, Ability to Understand the Lesson, and Learners' Performance. Parents and students thought MDL did not affect any cited indicators. Teachers and school administrators agreed that MDL had a favorable impact on students' ability to understand the lesson but a negative impact on the costs associated with learning delivery. Also, teachers and school officials disagree on how MDL has affected learners' performance. Teachers argue that MDL has had a negative impact, while school administrators feel the opposite.

Another aspect this study investigated was the experiences that the respondents faced during the MDL implementation. As per the seven school administrators, all have experienced revisiting the school's operation plan, forging strong relationships with the school stakeholders, changing insights and class monitoring processes, intensifying budgets, and refocusing school resources. Regarding the experiences teachers have had with MDL implementation, the majority of them ensured to have open communication lines with their students (*f* = 22;% = 91.67), created learning tasks, reviewed and revised learning materials and methodologies (*f* = 21;% = 87.50), and adapted to technology (*f* = 20;% = 83.33). Conversely, teachers encountered the least difficulty concentrating on class delivery strategies (*f* = 16;% = 66.67). The parents, as well, have distinct experiences with the MDL implementation. These include acting as a teacher or facilitator of learning (*f* = 237; % = 65.83), finding time to go to school and submitting children's outputs (*f* = 191; % = 53.05), assisting children's learning, which is challenging for them (*f* = 161; % = 44.72), and even hiring private tutors which increased family expenses (*f* = 108; % = 30). Pupils' experiences were also worth understanding as they were at the center of the teaching-and-learning process. Studying independently (*f* = 285; % = 79.17), dependency on technology (*f* = 232; % = 64.44), learning at their own pace (*f* = 219; % = 60.83), difficulty in learning alone (*f* = 214; % = 59.44), and having enough time to work and learn (f = 195; % = 54.17) where the experiences the pupils have faced during the MDL implementation.

This study, furthermore, tested the difference in pupils', parents', teachers', and school administrators' degrees of acceptance of MDL implementation. Using the Kruskal-Wallis test, it found that there was a significant difference between the school administrators', teachers', parents', and pupils' degrees of acceptance with respect to the Perceived Usefulness (PU), p=0.000, Perceived Ease of USE (PEOU), p=0.000, Attitude Towards Using (ATU), p=0.000, and Readiness to Use (RU), p=0.000.

Finally, the relationship between pupils', parents', teachers', and school administrators' perceived effects and degree of acceptance of Modular Distance Learning (MDL) implementation was also investigated.

The findings of Kendall's tau-b correlation revealed a significant, positive connection between the degree of acceptance and perceptions of the effects of MDL implementation among teachers (τ_b =.666, p =.000), parents (τ_b =.182, p =.000), and students (τ_b =.438, p =.000). However, there was no connection between the school administrators' degree of acceptance of MDL implementation and their perceptions of its effects (τ_b =.586, p =.068).

Conclusions

After careful evaluation of this study's findings, it thereby concluded that:

1. The teachers' perceptions of the MDL implementation differ from that of the school administrators. Although, at some points, the teachers and the school administrators have the same thoughts as they have a strong agreement on the awareness of parents and pupils of the learning modality, the schedules of module distribution and retrieval, the proper assessment of pupils' outputs, and teachers' competence, the teachers' agreement on the schools' readiness for MDL implementation is not as strong as the school administrators.
2. Modular Distance Learning (MDL) as the main learning delivery modality was acceptable for school heads and teachers but only moderately acceptable for parents and pupils. There was a difference in how the school administrators, teachers, parents, and pupils accepted the MDL implementation.
3. Modular Distance Learning (MDL) was perceived to have no effect by the parents and pupils. In contrast, school administrators and teachers believed that MDL has positive and negative effects.
4. School administrators, teachers, parents, and pupils have varying experiences relative to Modular Distance Learning (MDL) implementation. School administrators' experiences primarily centered on the planning and managing of school operations during the MDL implementation. Meanwhile, teachers' experiences may be described as heightening their usual duties and responsibilities. As for the parents, they were obliged to be more involved in their children's education as they needed to assist and teach their children to ensure continued learning. And as for the pupils, they have experienced being more independent in learning and using technology to connect with their classmates and teachers. Modular Distance Learning has provided rich and relevant experiences for school administrators, teachers, parents, and pupils that would be beneficial in their future decisions.
5. There is a significant difference in the degrees of acceptance of perceived usefulness (PU), perceived ease of use (PEOU), attitude toward using (ATU), and readiness to use (RU) among school administrators, teachers, parents, and students.
6. The degrees of acceptance and perceived effects of MDL implementation among teachers, parents, and students were highly correlated. However, there was no

connection between the school administrators' perceptions of the effects of MDL and their degree of acceptance.

Recommendations

The following recommendations are hereby suggested based on the study findings and conclusions.

1. In formulating policies and decisions related to learning delivery modalities, the teachers' and school administrators' perceptions must be given due consideration.
2. Modular Distance Learning, although accepted by school administrators and teachers and moderately accepted by parents and pupils as the main learning delivery modality, must not be the sole modality to be implemented. Using other learning delivery modes is highly recommended to address the limitations of MDL. More so, an Education and Information Campaign discussing the good side of MDL must be conducted to increase its acceptability among stakeholders.
3. In deciding whether to continue Modular Distance Learning modality, the school must thoroughly review its effects. Since MDL was proven to have increased Learning Delivery Expenses, the school must combat such so as not to affect other aspects.
4. The experiences faced by school administrators, teachers, parents, and students related to MDL implementation must be used as a basis for formulating school policies and implementation guidelines to ensure effective program implementation.
5. If Modular Distance Learning is chosen as the school's main learning delivery modality, an intensive orientation of its benefits must be conducted, especially to parents and pupils, to ensure a high acceptance of its implementation.
6. Since the perceptions of teachers, parents, and pupils on the effects of Modular Distance Learning have a strong relationship with the degrees of their acceptance, the perceived effects of MDL must be used in conceptualizing the school's MDL implementation guidelines which in turn will increase its implementation acceptability among teachers, parents, and pupils.

Appendix

Appendix A. Letter to Schools Division Superintendent

Western Philippines University
College of Education
EDUCATIONAL MANAGEMENT DEPARTMENT
Aborlan, Palawan

_____
Date

ROGER F. CAPA, CESO VI
Schools Division Superintendent
Schools Division of Palawan

Sir:

The undersigned is a graduate student of Western Philippines University-Main Campus, taking up Master in Educational Management and is currently writing his thesis titled **"Perceptions of Pupils, Parents, Teachers, and School Administrators on Modular Distance Learning (MDL) in Elementary Schools in Narra Del Norte District".**

In connection with this, the undersigned seeks permission to conduct this study among selected pupils, parents, teachers, and school heads of elementary schools in Narra del Norte District.

Please be assured that all information gathered will be treated with the utmost confidentiality.

Your kind consideration and approval of this request will always be gratefully acknowledged.

Respectfully yours,

(sgd)JOHNDELE M. LAGRADA
Researcher

Noted by

(sgd)LOVINA A. HAMORA, Ph.D.
Adviser

Approved:

(Sgd)ROGER F. CAPA, CESO VI
Schools Division Superintendent

Appendix B. Letter to Public Schools District Supervisor

Western Philippines University
College of Education
EDUCATIONAL MANAGEMENT DEPARTMENT
Aborlan, Palawan

_____
Date

JUVY GUADALUPE Y. DE GUZMAN, Ph.D.
Public Schools District Supervisor
Narra Del Norte District

Madam:

The undersigned is a graduate student of Western Philippines University-Main Campus, taking up Master in Educational Management and is currently writing his thesis titled **"Perceptions of Pupils, Parents, Teachers, and School Administrators on Modular Distance Learning (MDL) in Elementary Schools in Narra Del Norte District".**

In connection with this, the undersigned seeks permission to conduct this study among selected pupils, parents, teachers, and school heads of elementary schools in Narra del Norte District.

Please be assured that all information gathered will be treated with the utmost confidentiality.

Your kind consideration and approval of this request will always be gratefully acknowledged.

Respectfully yours,

JOHNDELE M. LAGRADA
Researcher

Noted by

LOVINA A. HAMORA, Ph.D.
Adviser

Approved:

JUVY GUADALUPE Y. DE GUZMAN, Ph.D.
Public Schools District Supervisor

Appendix C. Cover Letter to the Pupil-Respondents

Western Philippines University
College of Education
EDUCATIONAL MANAGEMENT DEPARTMENT
Aborlan, Palawan

_____
Date

Dear Respondents,

The undersigned is currently writing his master's thesis entitled **"Perceptions of Pupils, Parents, Teachers, and School Administrators on Modular Distance Learning (MDL) in Elementary Schools in Narra Del Norte District".**

In connection with this, the undersigned seeks your cooperation in the conduct of this study by answering the research questionnaire.

Please be assured that all information gathered will be treated with the utmost confidentiality.

Hope this request will merit your approval.

Respectfully yours,

(Sgd) JOHNDELE M. LAGRADA
Researcher

Noted by

(Sgd) LOVINA A. HAMORA, Ph.D.
Adviser

Appendix D. Cover Letter to the Parent-Respondents

Western Philippines University
College of Education
EDUCATIONAL MANAGEMENT DEPARTMENT
Aborlan, Palawan

_____
Date

Dear Respondents,

The undersigned is currently writing his master's thesis entitled **"Perceptions of Pupils, Parents, Teachers, and School Administrators on Modular Distance Learning (MDL) in Elementary Schools in Narra Del Norte District".**

In connection with this, the undersigned seeks your cooperation in the conduct of this study by answering the research questionnaire.

Please be assured that all information gathered will be treated with the utmost confidentiality.

Hope this request will merit your approval.

Respectfully yours,

(Sgd) JOHNDELE M. LAGRADA
Researcher

Noted by

(Sgd) LOVINA A. HAMORA, Ph.D.
Adviser

Appendix E. Questionnaire for *School Administrators*

Western Philippines University
College of Education
EDUCATIONAL MANAGEMENT DEPARTMENT
Aborlan, Palawan

Part I. Socio-demographic Profile of the Respondents
Direction: Please answer each item in the best way you can by checking the box and/or supplying the required information on the space provided.

Name (optional): _____
A. Age: _____

B. Sex: ☐ Male ☐Female

C. Civil Status:
☐ Single ☐ Married ☐ Separated ☐ Widow/Widower

D. Position
☐ Teacher In-Charge
☐ Head Teacher I
☐ Head Teacher II
☐ Head Teacher III
☐ Head Teacher IV
☐ Head Teacher V
☐ Principal I
☐ Principal II
☐ Principal III
☐ Principal IV

Part II. The extent of Modular Distance Learning (MDL) modality implementation in your school.

Directions: Using the scale below, signify your agreement on the extent of Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer.

1 – Strongly Disagree (SD)
2 – Disagree (D)
3 – Somewhat agree (SA)
4 – Agree (A)
5 – Strongly Agree (SA)

Indicators	SD (1)	D (2)	SA (3)	A (4)	SA (5)
1. Parents and pupils are well-informed of the modular distance learning modality.					
2. Parents are aware of the schedule of distribution and retrieval of modules and pupils' outputs.					
3. The Self-Learning Modules are distributed to parents in a timely manner.					
4. Accomplished activity sheets/outputs of pupils are submitted on time.					
5. Pupils' learning progress is properly assessed					
6. The Self-Learning Modules are readily available.					
7. Teachers are readily available to pupils with queries or clarifications about the modules					
8. Enough resources (such as printers, bond paper, etc.) for the implementation of Modular Distance Learning (MDL) are available.					
9. There is strong support from School stakeholders (LGU, community, parents, pupils, etc.)					
10. The School is 100% ready for the Modular Distance Learning (MDL) implementation					

Part III. Degree of acceptance on the Modular Distance Learning (MDL)
Directions: Using the scale below, signify your degree of acceptance of Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer.

1 – Strongly Disagree (SD)
2 – Disagree (D)
3 – Somewhat agree (SA)
4 – Agree (A)
5 – Strongly Agree (SA)

Statements	SD (1)	D (2)	SA (3)	A (4)	SA (5)
Perceived usefulness (PU)					
1. Modular distance learning helps improve teachers' teaching techniques, skill and understanding.					
2. Through modular distance learning, technological use and integration was promoted.					
3. Time management and systematic monitoring of school needs was improved.					
Perceived ease of use PEOU					
4. Modular distance learning provided an avenue for the school heads to be creative in managing its resources					

5. School stakeholders become more involved in the school management					
6. collaboration between and among school personnel are cultivated					
Attitude towards using (ATU)					
7. I am satisfied with the possibilities I have in leading and managing a school implementing modular distance learning					
8. I would recommend for the adoption of modular distance learning modality					
9. Modular distance learning modality is a convenient substitute for face-to-face learning modality					
10. I would like to continue the use or implementation of modular distance learning					
Readiness to use (RU)					
11. Teaching-learning materials (SLMs, etc) are readily available					
12. I am trained on the lead a school implementing modular distance learning modality					
13. I possesses proficiency in implementing modular distance learning					
14. I am mentally and emotionally ready to implement modular distance learning modality					
15. School resources are sufficient to support the needs of modular distance learning modality implementation					

Part IV. Effects of Modular Distance Learning (MDL)

Directions: Using the scale below, signify your agreement on the effects of acceptance of the Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer.

1 – Strongly Disagree (SD)
2 – Disagree (D)
3 – Somewhat agree (SA)
4 – Agree (A)
5 – Strongly Agree (SA)

Indicators	SD (1)	D (2)	SA (3)	A (4)	SA (5)
Perceived expenses (PE)					
1. Modular Distance Learning (MDL) increased school expenses on learning materials					
2. Printing of learners' materials is an addition to teachers' responsibilities					
3. Teachers and school personnel were required to exert extra effort and personal resources					
Perceived ease of implementation (PEOI)					
4. Modular Distance Learning (MDL) implementation caused stress among teachers and school personnel.					
5. The teaching-learning process using the Modular Distance Learning (MDL) modality can be easily implemented.					
6. Modular Distance Learning (MDL) modality is the safest way to continue learning amidst health crises.					
7. Giving instructions and assistance to pupil is easy					
Perceived usefulness (PU)					
8. Modular Distance Learning (MDL) promotes self-learning or independent learning					
9. Pupils' outputs and performances can be properly assessed.					
10. Teacher and learners' interaction became indefinite					

Part V. Experiences in the implementation of Modular Distance Learning (MDL).

Directions: Put a check (☑) on the box corresponding to your experiences with the implementation of Modular Distance Learning. Tick all that applies to you.

What are your experiences in the implementation of Modular Distance Learning (MDL)?

☐ It required the school heads to revisit the school's operations plan and craft a new Learning Continuity Plan.
☐ Forging a strong relationship between the school and the external stakeholders was required.
☐ It changed the school head's insights
☐ It made the school heads change the monitoring processes of teachers' classes.
☐ Budgeting was intensified
☐ It required refocusing the schools' resources
☐ Others (list all experiences not mentioned above)

_____
_____
_____
_____
_____

Thank you for your cooperation! ☺

Appendix F. Questionnaire for *Teachers*

Western Philippines University
College of Education
EDUCATIONAL MANAGEMENT DEPARTMENT
Aborlan, Palawan

Part I. Socio-demographic Profile of the Respondents
Direction: Please answer each item in the best way you can by checking the box and/or supplying the required information on the space provided.

Name (optional): _____
A. Age: _____

B. Sex: ☐ Male ☐Female

C. Civil Status:
☐ Single ☐ Married ☐ Separated ☐ Widow/Widower

D. Position
☐ Teacher I
☐ Teacher II
☐ Teacher III
☐ Master Teacher I
☐ Master Teacher II
☐ Master Teacher III
☐ Master Teacher IV

Part II. The extent of Modular Distance Learning (MDL) modality implementation in your school

Directions: Using the scale below, signify your agreement on the extent of Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer.

1 – Strongly Disagree (SD)
2 – Disagree (D)
3 – Somewhat agree (SA)
4 – Agree (A)
5 – Strongly Agree (SA)

Indicators	SD (1)	D (2)	SA (3)	A (4)	SA (5)
1. Parents and pupils are well-informed of the Modular Distance Learning (MDL) modality.					
2. Parents are aware of the schedule of distribution and retrieval of modules and pupils' outputs.					
3. The Self-Learning Modules are distributed to parents in a timely manner.					
4. Accomplished activity sheets/outputs of pupils are submitted on time.					
5. Pupils ' learning progress is properly assessed					
6. The Self-Learning Modules are readily available.					
7. Teachers are readily available to pupils with queries or clarifications about the modules					
8. Enough resources (such as printers, bond paper, etc.) for the implementation of Modular Distance Learning (MDL) are available.					
9. There is strong support from School stakeholders (LGU, community, parents, pupils, etc.)					
10. The School is 100% ready for the Modular Distance Learning (MDL) implementation					

Part III. Degree of acceptance on the Modular Distance Learning (MDL)
Directions: Using the scale below, signify your degree of acceptance of Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer.

1 – Strongly Disagree (SD)
2 – Disagree (D)
3 – Somewhat agree (SA)
4 – Agree (A)
5 – Strongly Agree (SA)

Statements	SD (1)	D (2)	SA (3)	A (4)	SA (5)
Perceived usefulness (PU)					
1. Modular distance learning helps improve teachers teaching techniques, skill and understanding.					
2. Through modular distance learning, technological use and integration was promoted.					
3. Time management and systematic monitoring of students was improved.					
Perceived ease of use PEOU					
4. It would be easy for the teacher to explain thoroughly the lessons indicated in the modules.					
5. Things getting easier for the teachers.					
6. It would be easy for the teacher to explain thoroughly the lessons indicated in the modules					

7. Designing pedagogies are easier in modular distance learning					
Attitude towards using (ATU)					
8. I am satisfied with the possibilities I have in my teaching through modular distance learning					
9. I would recommend for the adoption of modular distance learning modality					
10. Modular distance learning modality is a convenient substitute for face-to-face learning modality					
11. I would like to continue teaching using modular distance learning					
Readiness to use (RU)					
12. Teaching-learning materials (SLMs, etc) are readily available					
13. I am trained on the use of modular distance learning modality					
14. I possess proficiency in implementing modular distance learning					
15. I am mentally and emotionally ready to use modular distance learning modality					
16. School resources are sufficient to support the needs of modular distance learning modality implementation					

Part IV. Effects of Modular Distance Learning (MDL)

Directions: Using the scale below, signify your agreement on the effects of acceptance of the Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer.

1 – Strongly Disagree (SD)
2 – Disagree (D)
3 – Somewhat agree (SA)
4 – Agree (A)
5 – Strongly Agree (SA)

Indicators	SD (1)	D (2)	SA (3)	A (4)	SA (5)
Perceived expenses (PE)					
1. Modular Distance Learning (MDL) increased school expenses on learning materials					
2. Printing of learners' materials is an addition to teachers' responsibilities					
3. Teachers and school personnel were required to exert extra effort and personal resources					
Perceived ease of implementation (PEOI)					
4. Modular Distance Learning (MDL) implementation caused stress among teachers and school personnel.					
5. The teaching-learning process using the Modular Distance Learning (MDL) modality can be easily implemented.					
6. Modular Distance Learning (MDL) modality is the safest way to continue learning amidst health crises.					
7. Giving instructions and assistance to pupil is easy					
Perceived usefulness (PU)					
8. Modular Distance Learning (MDL) promotes self-learning or independent learning					
9. Pupils' outputs and performances can be properly assessed.					
10. Teacher and learners' interaction became indefinite					

Part V. Experiences in the implementation of Modular Distance Learning (MDL).

Directions: Put a check (☑) on the box corresponding to your experiences with the implementation of Modular Distance Learning (MDL). Tick all that applies to you.

What are your experiences in the implementation of Modular Distance Learning (MDL)?

☐ It required the teachers to assume responsibility for the preparation of learning tasks
☐ It made teachers more creative to achieve the goals of the teaching-learning process
☐ It made teachers learn and adjust to technology
☐ It made teachers open to communicating with pupils at all times
☐ It changed teachers' insights
☐ It required focusing on the strategies for the delivery of lessons.
☐ It made teachers review and adjust the materials and methods used.
☐ Others (list all experiences not mentioned above)

_____
_____
_____
_____

Thank you for your cooperation! ☺

Appendix G. Questionnaire for Parent-Respondents

Western Philippines University
College of Education
EDUCATIONAL MANAGEMENT DEPARTMENT
Aborlan, Palawan

Part I. Socio-demographic Profile of the Respondents *(Socio-demographic Profile ng mga Respondante)*

Direction: Please answer each item in the best way you can by checking the box and/or supplying the required information on the space provided.
(Direksyon: Mangyaring sagutin ang bawat aytem sa pinakamahusay na paraan na magagawa mo sa pamamagitan ng paglalagay ng tsek sa kahon at/o pagbibigay ng kinakailangang impormasyon sa ibinigay na espasyo.)

Name *(Pangalan)* (optional): _____

1. **Age** *(Edad)*: _____

2. **Sex** *(Kasarian)*: ☐ **Male** *(Lalaki)* ☐**Female** *(Babae)*

3. **Civil Status** *(Katayuang Sibil)*:
☐ **Single** *(Walang asawa)* ☐ **Married** *(Kasal)*
☐ **Separated** *(Hiwalay)* ☐ **Widow/Widower** *(Balo/Biyudo)*

4. **Combined Monthly Family Income** *(Pinagsamang Buwanang Kita ng Pamilya)*: Php _____

5. **Does your child have special education needs? (i.e., physical, mental, social disability, medical condition, giftedness, among others)** *(Ang iyong anak ba ay may espesyal na pangangailangan sa edukasyon? (ibig sabihin, pisikal, mental, kapansanan sa lipunan, kondisyong medikal, pagiging matalino, bukod sa iba pa)*
☐**Yes** *(Oo)* ☐**No** *(Hindi)*

If yes, please specify *(Kung oo, mangyaring tukuyin.)*: _____

6. **How many of your household members are studying in School Year 2021-2022?** *(Ilan sa mga miyembro ng iyong sambahayan (kabilang ang iyong sarili) ang nag-aaral sa School Year 2021-2022?)*
☐ 1 ☐ 2 ☐ 3 ☐4 ☐ 5 ☐ 6 or more
7. **Who among your household members can provide instructional support to your child's modular distance learning? Choose all that applies.** (*Sino sa mga miyembro ng iyong sambahayan ang maaaring magbigay ng suporta sa pagtuturo sa modular distance learning ng iyong anak? Piliin ang lahat ng naaangkop.)*

☐ **Parents/guardians** *(Mga Magulang/Tagapag-alaga)*
☐ **Tutor/Helper** *(Tagapagturo)*
☐ **Elder siblings** *(Nakakatandang Kapatid)*
☐ **Extended family members** *(Mga kamag-anak)*
☐ **None** *(Wala)*
☐ **Others (please specify)**
(Iba pa, mangyaring tukuyin) _____

8. **What devices are available at home that your child can use for learning? Check all that applies.** (*Anong mga device ang available sa bahay na magagamit ng iyong anak sa pag-aaral? Suriin ang lahat ng naaangkop.)*

☐ **Television** *(Telebisyon)* ☐ **Radio** *(Radyo)*
☐ **Smartphone** *(Smartphone)* ☐ **Tablet** *(Tablet)*
☐ **Laptop/Desktop computer** *(Laptop/Desktop Kompyuter)*
☐ **Others (please specify)**
(Iba pa, mangyaring tukuyin) _____

9. **What are the challenges that may affect your child's learning process through Modular Distance Learning (MDL)? Choose all that applies.** (*Ano ang mga hamon na maaaring makaapekto sa proseso ng pag-aaral ng iyong anak sa pamamagitan ng Modular Distance Learning (MDL)? Piliin ang lahat ng naaangkop.)*

☐ **Lack of available gadgets/ equipment** *(Kakulangan ng magagamit na mga gadget/ kagamitan.)*
☐ **Insufficient load/ data allowance** *(Hindi sapat na load/ data allowance)*

☐ **Unstable mobile/ internet connection** *(Hindi matatag na koneksyon sa mobile/ internet)*
☐ **Existing health condition/s** *(kasalukuyang kondisyon ng kalusugan)*
☐ **Difficulty in independent learning** *(kahirapan sa malayang pag-aaral)*
☐ **Conflict with other activities (i.e., house chores)** salungat sa iba pang mga aktibidad (Halimbawa, mga gawaing bahay)
☐ **Distractions (i.e., social media, noise from community/neighbor)** (*mga distractions (Halimbawa, social media, ingay mula sa komunidad/kapitbahay)*
☐ **Others (please specify)**
(Iba pa, mangyaring tukuyin) _____

Part II. Degree of acceptance of the Modular Distance Learning (MDL)
Directions: **Using the scale below, signify your acceptance of the Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer.** *(Direksyon: Gamit ang iskala sa ibaba, ipahiwatig ang iyong pagtanggap sa pagpapatupad ng Modular Distance Learning (MDL) modality sa iyong paaralan sa pamamagitan ng paglalagay ng tsek (/) sa hanay na tumutugma sa iyong sagot.)*

1 – **Strongly Disagree (SD)**	*(Lubos na di-sumasang-ayon)*
2 – **Disagree (D)**	*(Di sumasang-ayon)*
3 – **Somewhat agree (SA)**	*(Medyo sumasang-ayon)*
4 – **Agree (A)**	*(Sumasang-ayon)*
5 – **Strongly Agree (SA)**	(*Lubos na sumasang-ayon)*

Statements	SD (1)	D (2)	SA (3)	A (4)	SA (5)
Perceived usefulness (PU)					
1. I believe that authentic contexts are easy for students in modular distance learning modality *(Naniniwala ako na ang mga tunay na konteksto ay madali para sa mga mag-aaral sa modular distance learning modality)*					
2. Modular Distance Learning increased the collaboration between the teachers and parents *(Nadagdagan ng Modular Distance Learning ang pagtutulungan ng mga guro at magulang)*					
3. Modular distance learning increase my parental involvement to my child's education *(Ang modular distance learning ay nagpapataas ng aking pakikilahok ng magulang sa edukasyon ng aking anak)*					
Perceived ease of use (PEOU)					
4. I believe that learning is easy for students in modular distance learning modality *(Naniniwala ako na ang pag-aaral ay madali para sa mga mag-aaral sa modular distance learning modality)*					
5. Communicating with my child's teacher is easier *(Mas madali ang pakikipag-usap sa guro ng aking anak)*					
6. Monitoring of my child's academic performance is easier *(Mas madali ang pagsubaybay sa akademikong pagganap ng aking anak)*					
Attitude towards using (ATU)					
7. I am fairly satisfied with the modular distance learning modality *(Medyo nasiyahan ako sa modular distance learning modality)*					
8. I would recommend for the adoption of modular distance learning modality *(Irerekomenda ko para sa pagpapatibay ng modular distance learning modality)*					
9. Modular distance learning modality is a convenient substitute for face-to-face learning modality *(Ang modular distance learning modality ay isang maginhawang kapalit para sa face-to-face learning modality)*					
10. I would like to continue my child's education through modular distance learning modality *(Gusto kong ipagpatuloy ang pag-aaral ng aking anak sa pamamagitan ng modular distance learning modality)*					
Readiness to use (RU)					
11. My family are capable to support the learning needs of my child under modular distance learning modality (*Ang aking pamilya ay may kakayahang suportahan ang mga pangangailangan sa pag-aaral ng aking anak sa ilalim ng modular distance learning modality)*					
12. I am capable of providing assistance to my child's learning needs *(Ako ay may kakayahang magbigay ng tulong sa mga pangangailangan ng aking anak sa pag-aaral)*					
13. I am mentally and emotionally ready to let my child learn through modular distance learning modality *(Ako ay handa sa pag-iisip at emosyonal na hayaan ang aking anak na matuto sa pamamagitan ng modular distance learning modality)*					

Part III. Effects of Modular Distance Learning (MDL). (*Mga Epekto ng Modular Distance Learning (MDL).*

Directions: Using the scale below, signify your agreement on the effects of acceptance of the Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer. *(Direksyon: Gamit ang iskala sa ibaba, ipahiwatig ang iyong pagsang-ayon sa mga epekto ng pagtanggap ng Modular Distance Learning (MDL) modality na pagpapatupad sa iyong paaralan sa pamamagitan ng paglalagay ng tsek (/) sa hanay na tumutugma sa iyong sagot.)*

1 – **Strongly Disagree (SD)** *(Lubos na di-sumasang-ayon)*
2 – **Disagree (D)** *(Di sumasang-ayon)*
3 – **Somewhat agree (SA)** *(Medyo sumasang-ayon)*
4 – **Agree (A)** *(Sumasang-ayon)*
5 – **Strongly Agree (SA)** *(Lubos na sumasang-ayon)*

Indicators	SD (1)	D (2)	SA (3)	A (4)	SA (5)
Perceived expenses (PE)					
1. Modular Distance Learning (MDL) lessens family expenses. (*Ang Pagkatutong Modyular ay nakakabawas ng mga gastusin sa pamilya.)*					
2. It increases expenses in support to school needs. (*Pinapataas nito ang mga gastusin sa suporta sa mga pangangailangan sa paaralan.)*					
Perceived ease of implementation (PEOI)					
3. Teachers-parents' interaction was heightened *(Nadagdagan ang interaksyon ng mga guro-magulang.)*					
4. It changed parent's perceptions of Modular Distance Learning (MDL). *(Binago nito ang mga pananaw ng mga*					

	magulang sa Modular Distance Learning (MDL).					
5.	It increases parental involvement on their child's education. *(Pinapataas nito ang pakikilahok ng magulang sa edukasyon ng kanilang anak.)*					
6.	Modular Distance Learning (MDL) implementation caused stress among parents. *(Ang pagpapatupad ng Modular Distance Learning (MDL) ay nagdulot ng stress sa mga magulang.)*					
Readiness to use (RU)						
7.	It forced parents to study to be able to support child's learning needs. *(Pinilit nitong mag-aral ang mga magulang upang masuportahan ang mga pangangailangan sa pag-aaral ng anak.)*					
8.	Modular Distance Learning (MDL) gives extra pressure and added burden to parents. *(Ang Modular Distance Learning (MDL) ay nagbibigay ng dagdag na presyon at dagdag na pasanin sa mga magulang.)*					

Part IV. Experiences on the implementation of Modular Distance Learning (MDL). *(Mga karanasan sa pagpapatupad ng Modular Distance Learning (MDL)*

Directions: Put a check (☑) on the box corresponding to your experiences with the implementation of Modular Distance Learning (MDL). Tick all that applies to you. *(Direksyon: Lagyan ng tsek (/) ang kahon na naaayon sa iyong mga karanasan sa pagpapatupad ng Modular Distance Learning (MDL). Lagyan ng tsek ang lahat ng naaangkop sa iyo.)*

☐ **It required so much time for us to go to school during submission of our child's outputs.** *(Nangangailangan ito ng napakaraming oras para pumasok kami sa paaralan sa panahon ng pagsusumite ng mga output ng aming anak.)*

☐ **It made us act as teachers/facilitate learning.** *(Ginawa kaming kumilos bilang mga guro / mapadali ang pag-aaral.)*

☐ **It was hard for us to assist in our child's learning.** *(Mahirap para sa amin na tumulong sa pag-aaral ng aming anak.)*

☐ **It made us hire private tutors to facilitate our child's learning.** *(Ginawa kaming kumuha ng mga pribadong tutor para mapadali ang pag-aaral ng aming anak.)*

☐ **Others (list all experiences not mentioned above).** *Iba pa (ilista ang lahat ng karanasang Hindi nabanggit sa itaas)*

_____

_____

_____

_____

_____

Thank you for your cooperation!
(Salamat sa iyong pakikiisa!)

☺

Appendix H. Questionnaire for <u>Pupil-Respondents</u>

Western Philippines University
College of Education
EDUCATIONAL MANAGEMENT DEPARTMENT
Aborlan, Palawan

Part I. Socio-demographic Profile of the Respondents *(Socio-demographic Profile ng mga Respondante)*

Direction: Please answer each item in the best way you can by checking the box and/or supplying the required information on the space provided.
(Direksyon: Mangyaring sagutin ang bawat aytem sa pinakamahusay na paraan na magagawa mo sa pamamagitan ng paglalagay ng tsek sa kahon at/o pagbibigay ng kinakailangang impormasyon sa ibinigay na espasyo.)

Name *(Pangalan)* (optional): _____

1. **Age** *(Edad)*: _____

2. **Grade Level** *(Baitang)*: ☐ Grade 4 ☐ Grade 5 ☐ Grade 6

3. **Sex** *(Kasarian)*: ☐ **Male** *(Lalaki)* ☐**Female** *(Babae)*

4. **Do you have special education needs? (i.e., physical, mental, social disability, medical condition, giftedness, among others)** *(Mayroon ka bang mga pangangailangan sa espesyal na edukasyon? (ibig sabihin, pisikal, mental, kapansanan sa lipunan, kondisyong 63ap ag63, pagiging matalino, bukod sa iba pa.)*

   ☐**Yes** *(Oo)* ☐**No** *(Hindi)*

If yes, please specify *(Kung oo, mangyaring tukuyin.)*: _____

5. **How many of your household members (including yourself) are studying in School Year 2021-2022?** *(Ilan sa mga miyembro ng iyong sambahayan (kabilang ang iyong sarili) ang nag-aaral sa School Year 2021-2022?)*

   ☐ 1 ☐ 2 ☐ 3 ☐4 ☐ 5 ☐ 6 or more

6. **Who among your household members can provide instructional support to your distance learning? Choose all that applies.** *(Sino sa mga miyembro ng iyong sambahayan ang maaaring magbigay ng suporta sa pagtuturo sa iyong pag-aaral sa malayo? Piliin ang lahat ng naaangkop.)*

☐ **Parents/guardians** *(Mga Magulang/Tagapag-alaga)*
☐ **Tutor/Helper** *(Tagapagturo)*
☐ **Elder siblings** *(Nakakatandang Kapatid)*
☐ **Extended family members** *(Mga kamag-anak)*
☐ **None** *(Wala)*
☐ **Others (please specify)**
(Iba pa, mangyaring tukuyin) _____

7. **What devices are available at home that you can use for learning? Check all that applies.** (*Anong mga kagamitan ang makukuha sa bahay na magagamit mo 64ap ag-aaral? Piliin lahat ng naaangkop.)*

☐ **Television** *(Telebisyon)* ☐ **Radio** *(Radyo)*
☐ **Smartphone** *(Smartphone)* ☐ **Tablet** *(Tablet)*
☐ **Laptop/Desktop computer** *(Laptop/Desktop Kompyuter)*
☐ **Others (please specify)**
(Iba pa, mangyaring tukuyin) _____

8. **What are the challenges that may affect your learning process through Modular Distance Learning (MDL)? Choose all that applies.** (*Ano ang mga hamon na maaaring makaapekto sa iyong proseso ng pag-aaral sa pamamagitan ng Modular Distance Learning (MDL)? Piliin ang lahat ng naaangkop.)*

☐ **Lack of available gadgets/ equipment** *(Kakulangan ng magagamit na mga gadget/ kagamitan.)*
☐ **Insufficient load/ data allowance** *(Hindi sapat na load/ data allowance)*
☐ **Unstable mobile/ internet connection** *(Hindi matatag na koneksyon sa mobile/ internet)*
☐ **Existing health condition/s** *(kasalukuyang kondisyon ng kalusugan)*
☐ **Difficulty in independent learning** *(kahirapan sa malayang pag-aaral)*
☐ **Conflict with other activities (i.e., house chores)** salungat sa iba pang mga aktibidad (Halimbawa, mga gawaing bahay)

☐ **Distractions (i.e., social media, noise from community/neighbor)**
(*mga distractions (Halimbawa, social media, ingay mula sa komunidad/kapitbahay)*
☐ **Others (please specify)**
(Iba pa, mangyaring tukuyin) _____

Part II. Degree of acceptance in the Modular Distance Learning (MDL)
Directions: **Using the scale below, signify your acceptance of the Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer.** *(Direksyon: Gamit ang iskala sa ibaba, ipahiwatig ang iyong pagtanggap ng Modular Distance Learning (MDL) modality na pagpapatupad sa iyong paaralan sa pamamagitan ng paglalagay ng tsek (/) sa hanay na tumutugma sa iyong sagot.)*

1 – **Strongly Disagree (SD)** *(Lubos na di-sumasang-ayon)*
2 – **Disagree (D)** *(Di sumasang-ayon)*
3 – **Somewhat agree (SA)** *(Medyo sumasang-ayon)*
4 – **Agree (A)** *(Sumasang-ayon)*
5 – **Strongly Agree (SA)** (*Lubos na sumasang-ayon)*

Statements	SD (1)	D (2)	SA (3)	A (4)	SA (5)
Perceived usefulness (PU)					
1. Learners become more independent in studying and answering activities on their own *(Nagiging mas 144ap ag ang mga mag-aaral 144ap ag-aaral at pagsagot sa mga aktibidad sa kanilang sarili)*					
2. Modular Distance Learning improves student's critical thinking skills *(Pinapabuti ng Modular Distance Learning ang mga kasanayan sa kritikal 144ap ag-iisip ng mag-aaral)*					
3. Modular Distance Learning creates learners to be more collaborative with their classmate *(Ang Modular Distance Learning ay lumilikha ng mga mag-aaral na maging mas collaborative sa kanilang kaklase)*					
Perceived ease of use PEOU					
4. Answering school requirements and activities became easier *(Naging mas madali ang pagsagot sa mga pangangailangan at aktibidad sa paaralan)*					
5. It is easier for the students to make use of their time most on studying the given modules. *(Mas madaling gamitin ng mga mag-aaral ang kanilang oras 144ap ag-aaral ng mga ibinigay na modyul.)*					
6. Communicating and collaborating with teachers and fellow students became easier through modular distance learning. *(Ang pakikipag-usap at pakikipagtulungan sa mga guro at kapwa mag-aaral ay 144ap ag144 mas madali sa pamamagitan ng modular distance learning.)*					
7. I can easily study based on my needs and capacity when in modular distance learning modality. *(Madali akong makapag-aral batay sa aking mga pangangailangan at kapasidad kapag nasa modular distance learning modality)*					
Attitude towards using (ATU)					
8. I am satisfied with the possibilities I have in my learning through modular distance learning. *(Nasiyahan ako sa mga posibilidad na mayroon ako sa aking pag-aaral sa pamamagitan ng modular distance learning)*					
9. I would recommend for the adoption of modular distance learning modality. *(Irerekomenda ko para sa pagpapatibay ng modular distance learning modality)*					
10. Modular distance learning modality is a convenient substitute for face-to-face learning modality *(Ang modular distance learning modality ay isang maginhawang kapalit para sa face-to-face learning modality)*					
11. I would like to continue learning using modular distance learning *(Gusto kong magpatuloy 144ap ag-aaral gamit ang modular distance learning)*					
Readiness to use (RU)					
12. I would prefer to continue learning through modular distance learning modality *(Mas gusto kong magpatuloy 144ap ag-aaral sa pamamagitan ng modular distance learning modality)*					
13. I have enough knowledge on the process of modular distance learning *(Mayroon akong sapat na kaalaman sa proseso ng modular distance learning)*					
14. I am mentally and emotionally ready to learn through modular distance learning modality *(Ako ay handa 144ap ag-iisip at emosyonal na matuto sa pamamagitan ng modular distance learning modality)*					
15. My family are capable to support my learning needs under modular distance learning modality *(Ang aking pamilya ay may kakayahang suportahan ang aking mga pangangailangan 144ap ag-aaral sa ilalim ng modular distance learning modality)*					
16. Independent learning under modular distance learning modality is favorable to me *(Ang malayang pag-aaral sa ilalim ng modular distance learning modality ay pabor sa akin)*					

Part III. Effects of Modular Distance Learning (MDL). (*Mga Epekto ng Modular Distance Learning (MDL).*

Directions: Using the scale below, signify your agreement on the effects of acceptance of the Modular Distance Learning (MDL) modality implementation in your school by putting a check (☑) on the column corresponding to your answer. *(Direksyon: Gamit ang iskala sa ibaba, ipahiwatig ang iyong pagsang-ayon sa mga epekto ng pagtanggap ng Modular Distance Learning (MDL) modality na pagpapatupad sa iyong paaralan sa pamamagitan ng paglalagay ng tsek (/) sa hanay na tumutugma sa iyong sagot.)*

1 – **Strongly Disagree (SD)** *(Lubos na di-sumasang-ayon)*
2 – **Disagree (D)** *(Di sumasang-ayon)*
3 – **Somewhat agree (SA)** *(Medyo sumasang-ayon)*
4 – **Agree (A)** *(Sumasang-ayon)*
5 – **Strongly Agree (SA)** *(Lubos na sumasang-ayon)*

Indicators	SD (1)	D (2)	SA (3)	A (4)	SA (5)
Perceived expenses (PE)					
1. It lessens family expenses. (*Nakakabawas ito ng mga gastusin sa pamilya.)*					
Perceived ease of implementation (PEOI)					
2. Modular Distance Learning (MDL) implementation gives learners and parents stress. *(Ang implementasyon ng Pagkatutong Modyular ay nakadaragdag ng stress sa mga magulang.)*					
3. Modular Distance Learning (MDL) limits the learning of pupils. *(Nabibigyan ng limitasyon ng Pagkatutong Modyular ang pagkatuto ng mga mag-aaral.)*					

4.	Modular Distance Learning (MDL) promotes/improves the relationship between parents and learners. *(Ang Pagkatutong Modyular ay nakatutulong sa pagkakaroon ng magandang ugnayan ng magulang at mag-aaral.)*					
5.	It develops effective interaction with teachers and classmates. *(Nakabubuo ito ng mabisang pakikipag-ugnayan sa mga guro at kaklase.)*					
6.	The use of learning materials helped learners in understanding the subject better. *(Ang paggamit ng kagamitan sa pagkatuto o Learning Materials (LMs) ay nakatutulong sa mga mag-aaral upang higit na maunawaan ang asignatura.)*					
7.	Modular Distance Learning (MDL) increases learners' reading ability. *(Ang Pagkatutong Modyular ay nakadaragdag ng antas ng kakayahan sa pagbabasa ng mga mag-aaral.)*					
Attitude towards using (ATU)						
8.	Modular Distance Learning (MDL) makes pupils assume responsibility for their own learning. *(Ginagawa ng Modular Distance Learning (MDL) ang mga mag-aaral na magkaroon ng responsibilidad para sa kanilang sariling pag-aaral.)*					
9.	It promotes self-evaluation and judgement of own outputs. *(Itinataguyod nito ang pagsusuri sa sarili at paghuhusga ng sariling mga output.)*					
10.	Modular Distance Learning (MDL) promotes self-learning or independent learning. *(Ang Modular Distance Learning (MDL) ay nagtataguyod ng self-learning o independent learning.)*					

Part IV. Experiences on the implementation of Modular Distance Learning (MDL). *(Mga karanasan sa pagpapatupad ng Modular Distance Learning (MDL)*

Directions: Put a check (☑) on the box corresponding to your experiences with the implementation of Modular Distance Learning (MDL). Tick all that applies to you. *(Direksyon: Lagyan ng tsek (/) ang kahon na naaayon sa iyong mga karanasan sa pagpapatupad ng Modular Distance Learning (MDL). Lagyan ng tsek ang lahat ng naaangkop sa iyo.)*

What are your experiences in the implementation of Modular Distance Learning (MDL)? *(Ano ang iyong mga karanasan sa pagpapatupad ng Modular Distance Learning (MDL).*

☐ **It made me use technology to interact with teachers and classmates.** *(Dahil dito, gumamit ako ng teknolohiya para makipag-ugnayan sa mga guro at kaklase.)*

☐ **It required me to be self-responsible for our learning.** *(Kinakailangan nito na maging responsable ako sa ating pag-aaral.)*

☐ **It was harder to learn independently.** *(Mas mahirap matutong mag-isa.)*

☐ **It allowed me to learn at my own pace.** *(Pinahintulutan ako nitong matuto sa sarili kong bilis.)*

☐ **It gave me ample time to learn and work at the same time.** *(Nagbigay ito sa akin ng sapat na oras upang matuto at magtrabaho nang sabay.)*

☐ **Others (list all experiences not mentioned above).** *Iba pa (ilista ang lahat ng karanasang Hindi nabanggit sa itaas)*

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Thank you for your cooperation!
(Salamat sa iyong pakikiisa!)

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