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Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality

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Abstract:

This study aimed to assess the difficulties encountered by teachers in implementing modular distance learning in San Jose District, Negros Oriental, during the 2021-2022 school year. Thirty-eight teachers participated, categorized by age, gender, marital status, and educational background. Using a descriptive research design and a researcher-made survey, the study employed descriptive and comparative analyses, including frequency, percentage, mean, and Mann Whitney U test. Findings revealed a higher participation of younger teachers and predominantly female respondents. Most teachers encountered moderate difficulties in planning, preparing, distributing, retrieving modules, and assessing learning. Interestingly, age, gender, marital status, and educational attainment did not significantly affect the difficulties encountered, except for a notable difference in planning and preparation based on educational attainment. The study concludes with the development of an Intervention Plan tailored to address these findings, aiming to enhance the implementation of modular distance learning in the district.

Keywords: Modular Distance Learning, Teacher Challenges, Implementation Difficulties.

Introduction:

Nature of the Problem

The COVID-19 pandemic necessitated a significant shift in educational practices worldwide, prompting the Department of Education (DepEd) in the Philippines to adopt the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 as outlined in DepEd Order No. 012, s. 2020. This plan aimed to ensure the continuous provision of learning opportunities while maintaining the health and safety of students and staff. To achieve this, DepEd employed various learning delivery modalities (LDMs) such as homeschooling, remote learning, and blended learning. The implementation of these modalities, particularly modular distance learning, presented numerous challenges for teachers, including the planning and preparation of modules, distribution and retrieval of learning materials, and the assessment of student learning.

Current State of Knowledge

In response to the COVID-19 pandemic, the Philippine government enacted Republic Act No. 11994, also known as the Bayanihan to Recover As One Act, which reallocated national funds to support the Basic Education Learning Continuity Plan (BE-LCP). This financial assistance enabled the hiring of teacher-assistants and the production of modular learning materials for K–12 students. Despite these initiatives, the shift to modular distance learning presented substantial challenges, especially for teachers in rural and remote areas. Their responsibilities expanded beyond traditional teaching to include tracking student progress, offering remote support, and even conducting home visits. Crucially, the success of this learning approach relied not only on educators but also on the collaborative roles played by parents, guardians, and community members as essential support systems for at-home learning.

Modules, as a learning modality, have proven effective in promoting independent and meaningful learning when they are well-designed and accessible. According to Maphosa (2019), user-friendly modules help learners achieve educational goals and reduce dropout rates caused by difficult-to-understand materials. Bagood (2020) supports this, describing modules as structured learning packages complete with pretests, instructional content, and assessments. However, Castroverde and Alcala (2021) identified persistent difficulties in modular instruction for teachers, such as challenges in planning, preparation, distribution, student monitoring, and assessment. These issues

reveal the urgent need for clearer teacher assessment competencies, as partly addressed by the National Competency-Based Teacher Standards (NCBTS) in the Philippines, and suggest a need for further refinement to help educators manage these expanded roles more effectively.

Similarly, online learning also comes with its own unique set of challenges. A study by Yu et al. (2024) at the Beijing Vocational College of Economics and Technology analyzed online learning barriers for vocational students, particularly in math-related subjects. The study found that while gender did not significantly influence learning outcomes, parental education and household income did affect students' experiences and perceptions of difficulty. Although students and teachers reported generally low difficulty levels, the findings emphasized the importance of high-quality instruction, inclusive support systems for disadvantaged students, and the use of engaging online tools. The researchers recommended that online education must move beyond simple content delivery to foster active student participation and consider each learner's socio-economic context for more targeted support.

Central to both modular and online education is the competence and preparedness of teachers. A strong foundation in subject matter boosts teacher confidence and underpins effective lesson planning and strategy implementation. Umar (2018) notes that "assessment for learning" involves real-time use of data to guide teaching adjustments and better support student learning. In line with this, Ijeh (2015) found that teachers who employ strategies that stimulate critical thinking, creativity, and problem-solving—such as inquiry, project-based learning, and real-world applications—achieve greater academic success among students. The Kentucky Education Department (2015) also stresses the importance of teachers connecting content to students' prior knowledge and real-life experiences through elaboration, examples, and culturally relevant instruction. These approaches are essential to making learning more engaging and impactful, particularly in remote or modular settings.
Theoretical Underpinnings

Theoretical Underpinnings

The theoretical framework of this study is grounded in the Theory of Difficulty by Perkins (2016), which emphasizes the importance of identifying and understanding the typical trouble spots learners encounter in specific areas of instruction. Rather than defaulting to superficial fixes like blaming students or teaching harder, the theory encourages "teaching smarter" by analyzing the root causes of learning difficulties—such as ritualized, inert, foreign, or tacit knowledge—and adjusting instruction accordingly. This perspective highlights that the construction of informal theories of difficulty is a fundamental part of effective teaching. It also stresses that meaningful improvement in student learning depends on teachers' ability to recognize and respond to recurring learning obstacles with informed, adaptive strategies rather than rigid repetition.

Complementing this is the Theory of Modular Learning by Sahin (2014), which situates learning within problem-based, experiential contexts, often using real-world scenarios to encourage student engagement. However, studies, such as one in Peru, have shown that students may resist modular learning when they expect traditional memorization-based instruction. Gahuto (2014) supports the idea that modular instruction is most effective when paired with practical application rather than theory-heavy content. Further deepening the framework, Polyakova (2014) and other psychologists highlight professional development risks for educators—such as stress, fatigue, and a decline in cognitive engagement—that can hinder their ability to implement modular learning effectively. Khujomov and Tangriyev (2019) add that true professional competence involves not just knowledge and skills but also the ability to activate one's potential in real situations. Therefore, understanding and addressing both the cognitive and professional challenges teachers face is crucial in evaluating the difficulties of implementing modular distance learning in this study.

Objectives

The primary objective of this study is to determine the level of difficulties encountered by teachers in the implementation of modular distance learning modality in the District of San Jose, Negros Oriental, during the School Year 2021-2022. Specifically, the study aims to: Identify the profile of the respondents in terms of age, sex, civil status, and highest educational attainment. Assess the level of difficulties encountered by teachers in planning and preparing modules, distributing and retrieving modules, and assessing student learning. Examine the level of difficulties encountered by teachers when grouped according to the identified variables. Determine if there is a significant difference in the level of difficulties encountered by teachers based on the identified variables. Propose an intervention plan based on the study's findings to address the challenges faced by teachers in the modular distance learning modality.

Methodology:

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this part.

Research Design

This study employed a descriptive research design to determine the level of difficulties encountered by teachers in the implementation of the modular distance learning modality in the District of San Jose, Negros Oriental, during the School Year 2021-2022. Descriptive research design is appropriate for this study as it aims to describe and identify characteristics within the field of investigation (Dudovsky, 2017). This design allows for the observation, analysis, and description of factors influencing teachers' experiences.

Study Respondents

The respondents of this study are the 38 teachers of the San Jose District. The study employed purposive sampling to select these respondents. Table 1 presents the number of respondents and their distribution per district.

Instruments

The researcher utilized a self-made questionnaire divided into two parts. The first part gathered demographic information about the respondents, including age, sex, and civil status. The second part focused on the difficulties teachers faced in planning and preparing modules, distributing and retrieving modules, and assessing learning, with 10 items per area. The questionnaire employed a Likert scale rating from 5 (always) to 1 (almost never). The validity of the questionnaire was ensured through expert validation, involving the review and recommendations of a district supervisor and education specialists. The reliability of the instrument was tested using Cronbach's Alpha, resulting in a reliability index of 0.986, which is interpreted as "Excellent." This study's reliability index is 0.986, interpreted as "Excellent," making the instrument reliable.

Data Gathering Procedures

The researcher sought permission through written communication from the Schools Division Superintendent of the Department of Education of Negros Oriental, requesting her to allow the researcher to distribute the questionnaires to the target respondents. After obtaining permission, the researcher will distribute the questionnaire to each respondent. The purpose of the study will be adequately explained to respondents by the researcher. Likewise, consent from every respondent will also be considered. The data will be tallied and tabulated using the Statistical Package for Social Sciences (SPSS) software. The findings will be the basis for an intervention plan.

Data Analysis and Statistical Treatment

Objectives 1 used the descriptive analytical scheme and Frequency Count and Percentage as statistical tools to determine the determine the profile of the respondents. Objective 2 and 3 also used the descriptive analytical scheme and mean as statistical tools to determine the level of difficulties encountered by teachers in implementing modular distance learning modality. Objective 4 used the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of difficulties encountered by teachers in implementing modular distance learning modality when grouped and compared according to the aforementioned variables.

Ethical Considerations

Permission for the study was sought from the Schools Division Superintendent of the Department of Education of Negros Oriental. Respondents were informed about the study's purpose, and their consent was obtained. Confidentiality and anonymity of respondents were maintained throughout the study.

Results and Discussion:

This section presents the data gathered that were further treated, presented, analyzed, and interpreted to carry out the objectives of this study. All these are made possible by following certain appropriate procedures to give the exact data and solution to each specific problem.

Profile of the Respondents According to Age, Sex, Civil Status, Highest Educational Attainment

Table 1
Profile of the Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 39 years old)	21	55.30
	Older (39 years old and above)	17	44.70
	Total	**38**	**100**
Sex	Male	9	23.70
	Female	29	76.30

	Total	**38**	**100**
Civil Status	Single	9	23.7
	Married	29	76.3
	Total	**38**	**100**
Highest Educational Attainment	Lower	29	76.3
	Higher	9	23.7
	Total	**38**	**100**

Table 1 characterizes the respondents' profile with a ratio of 55:45, favoring the younger group, and three identical 76:24 ratios favoring the female group, the married group, and the group with lower educational backgrounds. All those variable groupings tilted heavily toward the younger, female, married, and lower educational background groupings.

Level of Difficulties Encountered by Teachers in Modular Distance Learning Modality (MDLM) according to Planning and Preparation of Modules, Distribution and Retrieval of Modules, and Assessment of Learning

Table 2
Level of Difficulties Encountered by Teachers in MDLM in the Planning and Preparation of Modules

Area		
A. Planning and Preparation of Modules	**Mean**	**Interpretation**
As a teacher, I find difficulties in…		
1. seeing to it that the module was well prepared and organized.	3.26	Moderate Level
2. ensuring that the modules' content interests the learners.	3.34	Moderate Level
3. disseminating a clear understanding of the modules.	3.29	Moderate Level
4. providing information and guidance on the assessment of learning.	3.41	Moderate Level
5. enhancing the skills of learners and making it a habit to take care of the materials	3.37	Moderate Level
6. manifesting on the module preparation of materials	3.39	Moderate Level
7. ensuring that the modules were relevant to the competencies of the learners.	3.39	Moderate Level
8. making sure that the modules were intellectually challenging.	3.32	Moderate Level
9. seeing that the modules are of good quality.	3.37	Moderate Level
10. ensuring that the subject matter covered in the module was very interesting to the learners	3.53	High Level
Overall Mean	**3.37**	**Moderate Level**

Table 2 shows the analysis of the level of difficulties encountered by English teachers in modular distance learning modality (MDLM) in planning and preparation, with an overall mean of 3.37, interpreted as a "moderate level." The highest mean of 3.53 was attributed to item number 10, which involved ensuring that the subject matter covered in the module was interesting for the learners, indicating that teachers were successful in creating engaging content. In contrast, the lowest mean of 3.26 was recorded for item 1, which pertains to ensuring that the module exhibits signs of thorough preparation and organizational clarity. This suggests that teachers faced significant challenges in maintaining module organization due to the substantial volume of paperwork required daily. This research contributes valuable insights into the intricacies of MDLM in English education, highlighting specific areas needing improvement. The findings underscore the need for targeted support and professional development to empower English teachers to overcome challenges related to module preparation and organization (Thompson, 2023).

Table 3
Level of Difficulties Encountered by Teachers in MDLM in the Distribution and Retrieval of Modules

Area		
B. Distribution and Retrieval of Modules	**Mean**	**Interpretation**
As a teacher, I find difficulties in…		
1. reinforcing learning gaps and accomplishing module-related learning activities.	3.47	Moderate Level
2. encouraging learners' level of commitment towards enhancement skills and mastery of competencies.	3.55	High Level
3. ensuring that the assign works are included in the modules.	3.58	High Level
4. creating a good rapport with the learners and parents.	3.16	Moderate Level
5. developing mechanism for retrieving the modules.	3.29	Moderate Level
6. ensuring that the retrieval of modules is on time.	3.58	High Level
7. making sure that the retrieval of modules is complete and complied with.	3.47	Moderate Level
8. seeing that the modules were adequately distributed to the learners.	3.26	Moderate Level
9. creating a systematic order of distribution and retrieval.	3.26	Moderate Level
10. collecting back the distributed modules.	3.32	Moderate Level

Overall Mean	**3.39**	**Moderate Level**

Table 3 illustrates the analysis of the difficulties encountered by teachers in MDLM distribution and retrieval, with an overall mean of 3.39, interpreted as a moderate level. The highest mean of 3.58 was identified in items 3 and 6, highlighting the challenges of including assigned work in modules and ensuring timely retrieval. The lowest mean of 3.16 was observed in item 4, reflecting the difficulty in establishing and maintaining strong relationships with parents and learners. However, the findings suggest that teachers have performed well in creating rapport, indicating positive scores for their efforts in building coordination among key stakeholders in the school. This underscores the importance of strengthening collaboration between teachers and parents in distance learning. Schools and education authorities could consider implementing programs or workshops to encourage effective communication and partnerships. Drawing on the research by Rattan et al. (2015), which emphasizes the significance of positive teacher-student relationships in shaping learners' attitudes, this study highlights the crucial role of rapport in the context of MDLM.

Table 4
Level of Difficulties Encountered by Teachers in MDLM in the Assessment of Learning

Area		
C. Assessment of Learning	**Mean**	**Interpretation**
As a teacher, I find difficulties in…		
1. ascertaining their knowledge of the contents of the modules.	3.58	High Level
2. evaluating their understanding of basic concepts.	3.45	Moderate Level
3. profiling the learners' assessment results.	3.32	Moderate Level
4. interpreting learners' knowledge of their competencies.	3.42	Moderate Level
5. reinforcing assessment through remedial measures.	3.24	Moderate Level
6. providing simple diagnostic assessment.	3.16	Moderate Level
7. giving relevant information to enhance their understanding.	3.32	Moderate Level
8. reviewing simple and major concept of the assessment.	3.21	Moderate Level
9. making sure that all assessment activities are appropriate.	3.42	Moderate Level
10. creating a simple problem-solving assessment for the learners.	3.39	Moderate Level
Overall Mean	**3.35**	**Moderate Level**

Table 4 shows the analysis of the difficulties encountered by teachers in MDLM in learning assessment with an overall mean of 3.35, interpreted as a moderate level. The highest mean of 3.58 was identified in item 1, which pertains to ascertaining teachers' knowledge of the contents of the modules, suggesting that teachers find it particularly challenging to gauge how well their learners have understood the online instruction. This difficulty underscores the importance of effectively measuring the achievement of learning goals and outcomes in online education. In contrast, the lowest mean of 3.16 was recorded for item 6, related to providing simple diagnostic assessments, indicating that teachers performed relatively well in this area, effectively guiding subsequent lessons based on student understanding. Research by Means and Neisworth (2021) emphasizes that effective assessment requires both familiarity with the assessment tools and a deep knowledge of the subject matter. The findings in Table 4 align with this perspective, highlighting the significance of teachers' content knowledge in assessing student learning and the moderate challenges they face in this aspect of MDLM.

Level of Difficulties Encountered by Teachers in MDLM According to Planning and Preparation of Modules, Distribution, and Retrieval of Modules, and Assessment of Learning when grouped according to Age, Sex, and Civil Status

Table 5
Level of Difficulties Encountered by Teachers in MDLM in the Planning and Preparation of Modules According to Age

Categories	**Younger**		**Older**	
A. Planning and Preparation of Modules	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a teacher, I find difficulties in…				
1. seeing to it that the module was well prepared and organized.	3.00	Moderate Level	3.59	High Level
2. ensuring that the modules' content interests the learners.	3.05	Moderate Level	3.71	High Level
3. disseminating a clear understanding of the modules.	3.00	Moderate Level	3.65	High Level
4. providing information and guidance on the assessment of learning.	3.19	Moderate Level	3.69	High Level
5. enhancing the skills of learners and making it a habit to take care of the materials	3.10	Moderate Level	3.71	High Level
6. manifesting on the module preparation of materials	3.19	Moderate Level	3.65	High Level

7. ensuring that the modules were relevant to the competencies of the learners.	3.24	Moderate Level	3.59	High Level
8. making sure that the modules were intellectually challenging.	3.19	Moderate Level	3.47	Moderate Level
9. seeing that the modules are of good quality.	3.24	Moderate Level	3.53	High Level
10. ensuring that the subject matter covered in the module was very interesting to the learners	3.48	Moderate Level	3.59	High Level
Overall Mean	**3.17**	**Moderate Level**	**3.62**	**High Level**

Table 5 shows the analysis of the level of difficulties encountered by teachers in MDLM, specifically in planning and preparation, when grouped according to age. The overall mean score was 3.17 (moderate) for the younger group and 3.62 (high) for the older group, indicating variations in the challenges faced by different age cohorts. For the younger group, the highest mean score was 3.48 for item no. 10, related to ensuring subject matters appeal to learners. The older group faced the highest challenges (mean scores of 3.71) in items 2 and 5, which focus on ensuring that module contents are both appealing and challenging for learners. Both groups recorded their lowest mean scores in item number 3, which pertains to disseminating a clear understanding of the modules and ensuring they are challenging, with the younger group scoring 3.00 and the older group 3.47. These findings highlight the importance of addressing the distinct needs and preferences of different age groups when planning and preparing online instructional materials. Research by Darling-Hammond (2017) and Guskey and Yoon (2019) emphasizes the significance of teacher preparation, planning, feedback, and communication for effective instruction. The results suggest that tailored professional development opportunities, focusing on making instructional materials appealing and challenging, and enhancing communication strategies, especially in an online learning environment, are necessary to support teachers in MDLM.

Table 6

Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Distribution and Retrieval of Modules According to Age

Categories	**Younger**		**Older**	
B. Distribution and Retrieval of Modules *As a teacher, I find difficulties in…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. reinforcing learning gaps and accomplishing module-related learning activities.	3.33	Moderate Level	3.65	High Level
2. encouraging learners' level of commitment towards enhancement skills and mastery of competencies.	3.43	Moderate Level	3.71	High Level
3. ensuring that the assign works are included in the modules.	3.62	High Level	3.53	High Level
4. creating a good rapport with the learners and parents.	3.10	Moderate Level	3.24	Moderate Level
5. developing mechanism in retrieving the modules.	3.14	Moderate Level	3.47	Moderate Level
6. ensuring that the retrieval of modules is on time.	3.57	High Level	3.59	High Level
7. making sure that the retrieval of modules is complete and complied with.	3.52	High Level	3.41	Moderate Level
8. seeing that the modules were adequately distributed to the learners.	3.24	Moderate Level	3.29	Moderate Level
9. creating a systematic order of distribution and retrieval.	3.14	Moderate Level	3.41	Moderate Level
10. collecting back the distributed modules.	3.14	Moderate Level	3.53	High Level
Overall Mean	**3.32**	**Moderate Level**	**3.48**	**Moderate Level**

Table 6 presents the analysis of difficulties encountered by teachers in MDLM, specifically in distribution and retrieval, when grouped by age. The overall mean scores were 3.32 for the younger group and 3.48 for the older group, indicating a moderate level of difficulty. Both age groups scored the highest mean of 3.57 in item 6, emphasizing the challenge of ensuring timely module retrieval, influenced by factors like transportation and internet connectivity. In contrast, both groups scored their lowest mean in item 4, also interpreted as moderate difficulty, which focuses on establishing rapport with parents and learners. This highlights teachers' proficiency in fostering positive relationships with key stakeholders in education, underscoring their strength in engaging parents and learners effectively even in the online learning environment. Epstein's (2018) work supports the importance of family and community engagement in education, aligning with the findings of Table 7 regarding the significance of teacher-student-parent relationships in MDLM.

Table 7

Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Assessment of Learning According to Age

Categories	Younger		Older	
C. Assessment of Learning	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a teacher, I find difficulties in…				
1. ascertaining their knowledge of the contents of the modules.	3.43	Moderate Level	3.76	High Level
2. evaluating their understanding of basic concepts.	3.29	Moderate Level	3.65	High Level
3. profiling the learners' assessment results.	3.19	Moderate Level	3.47	Moderate Level
4. interpreting learners' knowledge of their competencies.	3.38	Moderate Level	3.47	Moderate Level
5. reinforcing assessment through remedial measures.	3.14	Moderate Level	3.35	Moderate Level
6. providing simple diagnostic assessment.	3.10	Moderate Level	3.24	Moderate Level
7. giving relevant information to enhance their understanding.	3.19	Moderate Level	3.47	Moderate Level
8. reviewing simple and major concept of the assessment.	3.10	Moderate Level	3.35	Moderate Level
9. making sure that all assessment activities are appropriate.	3.19	Moderate Level	3.71	High Level
10. creating a simple problem-solving assessment for the learners.	3.24	Moderate Level	3.59	High Level
Overall Mean	**3.22**	**Moderate Level**	**3.51**	**High Level**

Table 7 summarizes the analysis of difficulties faced by teachers in MDLM during learning assessments, categorized by age groups. The younger group reported a mean score of 3.22, indicating moderate difficulty, while the older group scored higher at 3.51, signifying a high difficulty level. This disparity underscores varying challenges between age cohorts in online assessment practices. For the younger group, the highest mean score was in item 1, focusing on assessing learners' understanding of module content. In contrast, the older group struggled most with item 9, concerning the appropriateness of assessment activities. Both groups faced challenges in these areas, highlighting the complexities of online assessment in MDLM. Conversely, the younger group scored lowest (3.10) in items 6 and 8, related to providing simple diagnostic assessments and reviewing essential assessment concepts. These findings underscore the need for targeted support and training in formative assessment strategies, as advocated by Black and Wiliam (2019), and ensuring validity and appropriateness in assessment activities, as emphasized by Popham (2016), to enhance online assessment effectiveness in MDLM.

Table 8
Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Planning and Preparation of Modules According to Sex

Categories	Male		Female	
A. Planning and Preparation of Modules	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a teacher, I find difficulties in…				
1. seeing to it that the module was well prepared and organized.	3.33	Moderate Level	3.24	Moderate Level
2. ensuring that the modules' content interests the learners.	3.44	Moderate Level	3.31	Moderate Level
3. disseminating a clear understanding of the modules.	3.44	Moderate Level	3.24	Moderate Level
4. providing information and guidance on the assessment of learning.	3.67	High Level	3.32	Moderate Level
5. enhancing the skills of learners and making it a habit to take care of the materials	3.33	Moderate Level	3.38	Moderate Level
6. manifesting on the module preparation of materials	3.44	Moderate Level	3.38	Moderate Level
7. ensuring that the modules were relevant to the competencies of the learners.	3.44	Moderate Level	3.38	Moderate Level
8. making sure that the modules were intellectually challenging.	3.33	Moderate Level	3.31	Moderate Level
9. seeing that the modules are of good quality.	3.44	Moderate Level	3.34	Moderate Level
10. ensuring that the subject matter covered in the module was very interesting to the learners	3.67	High Level	3.48	Moderate Level
Overall Mean	**3.46**	**Moderate Level**	**3.34**	**Moderate Level**

Table 8 provides an insightful analysis of the challenges faced by teachers in MDLM during planning and preparation, categorized by gender. Both male and female groups encountered moderate difficulty levels, with mean scores of 3.46 and 3.34, respectively. Their greatest challenge, reflected in the highest mean scores for both groups in item 10, was ensuring that the subject matter appealed to learners, highlighting a universal struggle in engaging

students effectively in online lessons. In contrast, males struggled most with module preparation and organization, skill enhancement, and intellectual challenge (items 1, 5, and 8), while females faced difficulties in providing clear task directions (items 1 and 3). These findings underscore the importance of tailored support in instructional design and communication strategies to improve online teaching effectiveness across gender-diverse teaching environments in MDLM.

Table 9
Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Distribution and Retrieval of Modules According to Sex

Categories	**Male**		**Female**	
B. Distribution and Retrieval of Modules	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a teacher, I find difficulties in…				
1. reinforcing learning gaps and accomplishing module-related learning activities.	3.33	Moderate Level	3.52	High Level
2. encouraging learners' level of commitment towards enhancement skills and mastery of competencies.	3.56	High Level	3.55	High Level
3. ensuring that the assign works are included in the modules.	3.78	High Level	3.52	High Level
4. creating a good rapport with the learners and parents.	3.11	Moderate Level	3.17	Moderate Level
5. developing mechanism in retrieving the modules.	3.33	Moderate Level	3.28	Moderate Level
6. ensuring that the retrieval of modules is on time.	3.67	High Level	3.55	High Level
7. making sure that the retrieval of modules is complete and complied with.	3.44	Moderate Level	3.48	Moderate Level
8. seeing that the modules were adequately distributed to the learners.	3.22	Moderate Level	3.28	Moderate Level
9. creating a systematic order of distribution and retrieval.	3.33	Moderate Level	3.24	Moderate Level
10. collecting back the distributed modules.	3.33	Moderate Level	3.31	Moderate Level
Overall Mean	**3.41**	**Moderate Level**	**3.39**	**Moderate Level**

Table 9 provides a detailed analysis of the challenges encountered by teachers in MDLM concerning modular distribution and retrieval, categorized by gender. Both males and females reported moderate difficulty levels, with mean scores of 3.41 and 3.39, respectively. The highest mean scores for males and females were found in item 6, focusing on the timely retrieval of modules, with females also highlighting item 2, aimed at encouraging learner skills and competence, as particularly challenging. Conversely, both groups recorded their lowest mean scores (3.11 for males and 3.17 for females) in item 4, indicating that establishing rapport with parents and learners is perceived as the least challenging aspect of MDLM for teachers. These findings underscore the importance of enhancing communication and motivation strategies in online education to improve module distribution and retrieval processes. Moreover, they align with literature emphasizing the significance of family engagement in education and highlight teachers' strengths in fostering positive relationships in the online learning environment.

Table 10
Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Assessment of Learning According to Sex

Categories	**Male**		**Female**	
C. Assessment of Learning	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a teacher, I find difficulties in…				
1. ascertaining their knowledge of the contents of the modules.	3.56	High Level	3.59	High Level
2. evaluating their understanding of basic concepts.	3.22	Moderate Level	3.52	High Level
3. profiling the learners' assessment results.	3.22	Moderate Level	3.34	Moderate Level
4. interpreting learners' knowledge of their competencies.	3.33	Moderate Level	3.45	Moderate Level
5. reinforcing assessment through remedial measures.	3.11	Moderate Level	3.28	Moderate Level
6. providing simple diagnostic assessment.	3.00	Moderate Level	3.21	Moderate Level
7. giving relevant information to enhance their understanding.	3.11	Moderate Level	3.38	Moderate Level
8. reviewing simple and major concept of the assessment.	3.11	Moderate Level	3.24	Moderate Level
9. making sure that all assessment activities are appropriate.	3.56	High Level	3.38	Moderate Level

10. creating a simple problem-solving assessment for the learners.	3.44	Moderate Level	3.38	Moderate Level
Overall Mean	**3.27**	**Moderate Level**	**3.38**	**Moderate Level**

Table 10 presents an analysis of the challenges faced by teachers in MDLM in assessing learning, categorized by gender. Males and females reported moderate difficulty levels, with mean scores of 3.27 and 3.38, respectively. The highest mean scores for males were in item 6, focusing on the appropriateness of learning assessment activities, while females identified item 1, concerning ascertaining learners' knowledge of module contents, as most challenging. In contrast, both genders reported their lowest mean scores (3.00 for males and 3.21 for females) in item 6, which addresses the provision of simple diagnostic assessments. This highlights challenges in implementing practical diagnostic assessments in MDLM, crucial for guiding teaching strategies and improving student understanding. The findings align with literature emphasizing the role of formative assessment and feedback in educational practices, suggesting a need for targeted professional development to enhance diagnostic assessment practices in online teaching.

Table 11
Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Planning and Preparation of Modules According to Civil Status

Categories	**Single**		**Married**	
A. Planning and Preparation of Modules *As a teacher, I find difficulties in…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. seeing to it that the module was well prepared and organized.	3.11	Moderate Level	3.31	Moderate Level
2. ensuring that the modules' content interests the learners.	3.22	Moderate Level	3.38	Moderate Level
3. disseminating a clear understanding of the modules.	3.11	Moderate Level	3.34	Moderate Level
4. providing information and guidance on the assessment of learning.	3.22	Moderate Level	3.46	Moderate Level
5. enhancing the skills of learners and making it a habit to take care of the materials	3.33	Moderate Level	3.38	Moderate Level
6. manifesting on the module preparation of materials	3.44	Moderate Level	3.38	Moderate Level
7. ensuring that the modules were relevant to the competencies of the learners.	3.33	Moderate Level	3.41	Moderate Level
8. making sure that the modules were intellectually challenging.	3.44	Moderate Level	3.28	Moderate Level
9. seeing that the modules are of good quality.	3.56	High Level	3.31	Moderate Level
10. ensuring that the subject matter covered in the module was very interesting to the learners	3.78	High Level	3.45	Moderate Level
Overall Mean	**3.36**	**Moderate Level**	**3.37**	**Moderate Level**

Table 11 presents an analysis of the difficulties encountered by teachers in MDLM in planning and preparation, categorized by civil status. Both unmarried and married groups reported moderate difficulty levels, with mean scores of 3.36 and 3.37, respectively. The highest mean scores for both groups were in item 10, focusing on making subject matter appealing to learners, though males interpreted this difficulty level as "high" while females interpreted it as "moderate." This highlights the perennial challenge of engaging students in online and traditional learning environments. Conversely, males faced their lowest mean score (3.11) in item 3, which involves disseminating clear module instructions, while females encountered their lowest mean score (3.28) in item 8, concerning ensuring module content is sufficiently challenging. These findings align with literature emphasizing the importance of engaging instructional design and clear communication in online education, suggesting tailored support is needed to address these challenges effectively.

Table 12
Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Distribution and Retrieval of Modules According to Civil Status

Categories	**Single**		**Married**	
B. Distribution and Retrieval of Modules *As a teacher, I find difficulties in…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. reinforcing learning gaps and accomplishing module-related learning activities.	3.22	Moderate Level	3.55	High Level
2. encouraging learners' level of commitment towards enhancement skills and mastery of competencies.	3.56	High Level	3.55	High Level
3. ensuring that the assign works are included in the modules.	3.67	High Level	3.55	High Level

4. creating a good rapport with the learners and parents.	3.22	Moderate Level	3.14	Moderate Level
5. developing mechanism in retrieving the modules.	3.22	Moderate Level	3.31	Moderate Level
6. ensuring that the retrieval of modules is on time.	3.67	High Level	3.55	High Level
7. making sure that the retrieval of modules is complete and complied with.	3.44	Moderate Level	3.48	Moderate Level
8. seeing that the modules were adequately distributed to the learners.	3.44	Moderate Level	3.21	Moderate Level
9. creating a systematic order of distribution and retrieval.	3.22	Moderate Level	3.28	Moderate Level
10. collecting back the distributed modules.	3.44	Moderate Level	3.28	Moderate Level
Overall Mean	**3.41**	**Moderate Level**	**3.39**	**Moderate Level**

Table 12 provides an analysis of the challenges faced by teachers in MDLM in distributing and retrieving modules, categorized by civil status. Both single and married groups reported moderate difficulty levels, with mean scores of 3.41 and 3.39, respectively. The highest mean scores for singles were in items 3 and 6, focusing on ensuring assigned works are included and timely module retrieval. For married teachers, highest mean scores were spread across items 1, 2, 3, and 6, addressing learning reinforcement, learner commitment, module inclusion, and timely retrieval. These findings highlight the multifaceted challenges in online teaching, while the lowest mean scores for singles centered on learning reinforcement, rapport building, mechanism development, and systematic procedures. Married teachers faced fewer challenges, with the lowest mean in item 8, indicating adequate module distribution. These results underscore the complexity of module management in MDLM, suggesting the need for targeted support and strategic improvements. Aligning with this, literature underscores the importance of organizational mechanisms in online education, emphasizing the need for effective distribution and retrieval strategies.

Table 13

Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Assessment of Learning According to Civil Status

Categories	**Single**		**Married**	
C. Assessment of Learning	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a teacher, I find difficulties in…				
1. ascertaining their knowledge of the contents of the modules.	3.56	High Level	3.59	High Level
2. evaluating their understanding of basic concepts.	3.56	High Level	3.41	Moderate Level
3. profiling the learners' assessment results.	3.11	Moderate Level	3.38	Moderate Level
4. interpreting learners' knowledge of their competencies.	3.33	Moderate Level	3.45	Moderate Level
5. reinforcing assessment through remedial measures.	3.22	Moderate Level	3.24	Moderate Level
6. providing simple diagnostic assessment.	3.11	Moderate Level	3.17	Moderate Level
7. giving relevant information to enhance their understanding.	3.11	Moderate Level	3.38	Moderate Level
8. reviewing simple and major concept of the assessment.	3.22	Moderate Level	3.21	Moderate Level
9. making sure that all assessment activities are appropriate.	3.33	Moderate Level	3.45	Moderate Level
10. creating a simple problem-solving assessment for the learners.	3.33	Moderate Level	3.41	Moderate Level
Overall Mean	**3.29**	**Moderate Level**	**3.37**	**Moderate Level**

Table 13 presents an analysis of the challenges faced by teachers in MDLM in learning assessments, categorized by civil status. The overall mean scores were 3.29 for singles and 3.37 for the married group, indicating moderate difficulty levels. Both groups encountered their highest mean scores in items 1 and 2, focusing on ascertaining learners' knowledge of module contents and evaluating their understanding of basic concepts, with both groups interpreting these challenges as high difficulty. Conversely, the lowest mean scores for singles were in items 3, 6, and 7, addressing profiling learners' assessment results, providing simple diagnostic assessments, and offering relevant information to enhance understanding. Married teachers found item 6, providing simple diagnostic assessments, to be the least challenging. These findings underscore the common assessment stressors in MDLM and highlight areas where teachers perceive assessments as less challenging, suggesting the need for targeted support and effective feedback strategies to improve assessment practices in online education. Supporting this, literature emphasizes the complexities of assessment and the importance of meaningful feedback to enhance student learning, aligning with the challenges identified in this study.

Table 14

Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Planning and Preparation of Modules According to Highest Educational Attainment

Categories	**Lower**		**Higher**	
A. Planning and Preparation of Modules *As a teacher, I find difficulties in…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. seeing to it that the module was well prepared and organized.	3.45	Moderate Level	2.67	Moderate Level
2. ensuring that the modules' content interests the learners.	3.59	High Level	2.56	Moderate Level
3. disseminating a clear understanding of the modules.	3.48	Moderate Level	2.67	Moderate Level
4. providing information and guidance on the assessment of learning.	3.61	High Level	2.78	Moderate Level
5. enhancing the skills of learners and making it a habit to take care of the materials	3.52	High Level	2.89	Moderate Level
6. manifesting on the module preparation of materials	3.59	High Level	2.78	Moderate Level
7. ensuring that the modules were relevant to the competencies of the learners.	3.59	High Level	2.78	Moderate Level
8. making sure that the modules were intellectually challenging.	3.48	Moderate Level	2.78	Moderate Level
9. seeing that the modules are of good quality.	3.52	High Level	2.89	Moderate Level
10. ensuring that the subject matter covered in the module was very interesting to the learners	3.62	High Level	3.22	Moderate Level
Overall Mean	**3.54**	**High Level**	**2.80**	**Moderate Level**

Table 14 presents an analysis of the challenges encountered by teachers in MDLM in planning and preparation, categorized by highest educational attainment. The overall mean scores of 3.54 for the lower educational attainment (LEA) group and 2.80 for the higher educational attainment (HEA) group indicate high and moderate levels of difficulty, respectively. Both groups faced their highest challenges in item number 10, focusing on making lessons appealing to learners, with LEA teachers rating this challenge as "high" and HEA teachers as "moderate." This highlights the ongoing struggle of engaging students in both online and traditional learning environments. Conversely, the LEA group's lowest mean score was in item number 1, emphasizing module preparation and organization, while the HEA group's lowest mean score was in item number 2, concerning learner interest in module content. These areas represent the least challenging aspects for teachers in MDLM across educational attainment levels. Supporting these findings, literature underscores the importance of teacher preparation, organizational skills, and instructional engagement strategies in enhancing student learning experiences, aligning with the challenges identified for both LEA and HEA groups in this study.

Table 15

Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Distribution and Retrieval of Modules According to Highest Educational Attainment

Categories	**Lower**		**Higher**	
B. Distribution and Retrieval of Modules *As a teacher, I find difficulties in…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. reinforcing learning gaps and accomplishing module-related learning activities.	3.52	High Level	3.33	Moderate Level
2. encouraging learners' level of commitment towards enhancement skills and mastery of competencies.	3.66	High Level	3.22	Moderate Level
3. ensuring that the assign works are included in the modules.	3.66	High Level	3.33	Moderate Level
4. creating a good rapport with the learners as well as the parents.	3.34	Moderate Level	2.56	Moderate Level
5. developing mechanism in retrieving the modules.	3.41	Moderate Level	2.89	Moderate Level
6. ensuring that the retrieval of modules is on time.	3.66	High Level	3.33	Moderate Level
7. making sure that the retrieval of modules is complete and complied with.	3.48	Moderate Level	3.44	Moderate Level
8. seeing that the modules were adequately distributed to the learners.	3.45	Moderate Level	2.67	Moderate Level
9. creating a systematic order of distribution and retrieval.	3.41	Moderate Level	2.78	Moderate Level
10. collecting back the distributed modules.	3.45	Moderate Level	2.89	Moderate Level
Overall Mean	**3.50**	**High Level**	**3.04**	**Moderate Level**

Table 15 summarizes the challenges faced by teachers in MDLM in the distribution and retrieval process, grouped by highest educational attainment. The overall mean scores of 3.50 for the lower educational attainment

(LEA) group and 3.04 for the higher educational attainment (HEA) group indicate high and moderate difficulty levels, respectively. The LEA group encountered their highest challenges in encouraging learner commitment, ensuring the inclusion of assigned works, and timely module retrieval, reflected in their highest mean scores. In contrast, the HEA group's primary difficulty lay in ensuring complete and compliant module retrieval, as indicated by their highest mean score in item number 7. Interestingly, both groups found establishing a good rapport with learners and parents to be the least problematic, with the lowest mean scores falling on item number 4. This shared finding underscores the importance of relational aspects in teaching across different educational levels. Supporting these findings, literature emphasizes the critical role of teacher-student relationships and effective communication in online learning environments, suggesting areas for targeted support and improvement.

Table 16
Level of Difficulties Encountered by Teachers in MDLM in the Assessment of Learning According to Highest Educational Attainment

Categories	**Lower**		**Higher**	
C. Assessment of Learning	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a teacher, I find difficulties in…				
1. ascertaining their knowledge of the contents of the modules.	3.62	High Level	3.44	Moderate Level
2. evaluating their understanding of basic concepts.	3.52	High Level	3.22	Moderate Level
3. profiling the learners' assessment results.	3.41	Moderate Level	3.00	Moderate Level
4. interpreting learners' knowledge of their competencies.	3.52	High Level	3.11	Moderate Level
5. reinforcing assessment through remedial measures.	3.31	Moderate Level	3.00	Moderate Level
6. providing simple diagnostic assessment.	3.24	Moderate Level	2.89	Moderate Level
7. giving relevant information to enhance their understanding.	3.45	Moderate Level	2.89	Moderate Level
8. reviewing simple and major concept of the assessment.	3.31	Moderate Level	2.89	Moderate Level
9. making sure that all assessment activities are appropriate.	3.59	High Level	2.89	Moderate Level
10. creating a simple problem-solving assessment for the learners.	3.48	Moderate Level	3.11	Moderate Level
Overall Mean	**3.44**	**Moderate Level**	**3.04**	**Moderate Level**

In Table 16, teachers in MDLM encountered varying levels of difficulty in learning assessments based on their highest educational attainment. The lower educational attainment (LEA) group reported a high overall difficulty (mean = 3.54), with the greatest challenge identified in ascertaining learners' knowledge of module contents (mean = 3.66), while struggling notably with providing simple diagnostic assessments (lowest mean = 3.24). In contrast, the higher educational attainment (HEA) group faced moderate overall difficulty (mean = 2.80), also identifying item 1 as most challenging (mean = 3.66), but with differing concerns including multiple aspects of assessment appropriateness (items 6-9). These findings underscore nuanced differences in assessment challenges influenced by educators' educational backgrounds, resonating with literature emphasizing formative assessment's importance for effective teaching and learning in online environments.

Comparative Analysis of the Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality According to the Areas, Planning and Preparation of Modules, Distribution and Retrieval of Modules, and Assessment of Learning when grouped according to the Variables, Age, Sex, and Civil Status

Table 17
Differences in the Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Planning and Preparation of Modules and Selected Variable Groupings

Variable	**Category**	**N**	**Mean Rank**	**Mann Whitney U**	**p-value**	***Sig. level***	**Interpretation**
Age	Younger	21	16.83	122.500	0.096	0.05	Not Significant
	Older	17	22.79				
Sex	Male	9	19.89	127.000	0.903		Not Significant
	Female	29	19.38				
Civil Status	Single	9	18.61	122.500	0.781		Not Significant
	Married	29	19.78				
	Lower	29	21.83	63.000	0.019		Significant

Highest Educational Attainment	Higher	9	12.00				

Table 17 compares the level of difficulties encountered by teachers in MDLM based on planning and preparation and groupings by age, sex, civil status, and highest educational attainment. Subsequent results showed no significant difference in the level of difficulties encountered by the same teacher-respondents across three of these selected variables. This is evidenced by the p-values of 0.096 for age, 0.908 for sex, and 0.781 for civil status. In plain wording, teachers' difficulty levels did not differ when respondents were grouped by age, sex, and civil status. On the contrary, a significant difference was found when the same respondents were grouped by highest educational attainment, evidenced in the p-value of 0.019, which fell way below the 0.05 significance level. To put it in different wordings, the level of teachers' difficulties in implementing the modular distance learning modality significantly differed among the educational backgrounds of the respondents.

Table 18
Differences in the Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Distribution and Retrieval of Modules

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	21	18.31	153.500	0.459	0.05	Not Significant
	Older	17	20.97				
Sex	Male	9	18.33	120.000	0.716		Not Significant
	Female	29	19.86				
Civil Status	Single	9	19.28	128.500	0.945		Not Significant
	Married	29	19.57				
Highest Educational Attainment	Lower	29	21.05	85.500	0.119		Not Significant
	Higher	9	14.50				

Table 18 offers a summarized comparative analysis of the level of difficulties encountered by teachers in MDLM based on the distribution and retrieval of modules and groupings by age, sex, civil status, and highest educational attainment. Subsequent analyses showed no significant difference in the level of difficulties encountered by the same teacher-respondents across all four variable groupings. This is evidenced by the p-values of 0.0459 for age, 0.716 for sex, 0.945 for civil status, and 0.119 for highest educational attainment. In other words, teachers' level of difficulties in MDLM, specifically in modular distribution and retrieval, did not differ at all when respondents were grouped by age, sex, civil status, and highest educational attainment.

Table 19
Difference in the Level of Difficulties Encountered by Teachers in the Implementation of Modular Distance Learning Modality in the Area Assessment of Learning

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	21	17.93	145.500	0.330	0.05	Not Significant
	Older	17	21.44				
Sex	Male	9	18.28	119.500	0.704		Not Significant
	Female	29	19.88				
Civil Status	Single	9	19.11	127.000	0.904		Not Significant
	Married	29	19.62				
Highest Educational Attainment	Lower	29	20.69	96.000	0.233		Not Significant
	Higher	9	15.67				

Table 19 offers a comparative analysis of the level of difficulties encountered by teachers in MDLM based on the assessment of learning and groupings by age, sex, civil status, and highest educational attainment. Similar to the previous table, subsequent analyses showed no significant difference in the level of difficulties encountered by the same teacher-respondents across all four variable groupings. This is shown by the p-values of 0.330 for age, 0.704 for sex, 0.904 for civil status, and 0.233 for highest educational attainment. In other words, teachers' level of difficulties in MDML, specifically in learning assessments, did not differ at all when respondents were grouped by age, sex, civil status, and highest educational attainment.

Conclusion:

The study found that younger and female respondents, most of whom were married, comprised the majority of participants. Teachers generally encountered a moderate level of difficulty in implementing modular distance learning across planning and preparation, distribution and retrieval of modules, and assessment of learning. However, older

and married respondents, as well as those with lower educational attainment, reported a higher level of difficulty in planning and preparation. Despite these variations, no significant differences were found in difficulty levels based on age, sex, civil status, or educational attainment—except for planning and preparation, where educational attainment showed a significant impact. The study concluded that delays in module retrieval and lack of parental support contributed to learning gaps, and teachers faced challenges preparing modules not developed by them. Recommendations include improved scheduling guidance for teachers, stronger collaboration between school leaders and local government for efficient module distribution and retrieval, and ongoing teacher training in curriculum planning, assessment tools, and intervention strategies to support learners in modular-based instruction.

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