



## School Heads' Compliance and Commitment to Modular Distance Learning

DOI: <https://doi.org/10.5281/zenodo.12537011>

### Edmar L. Bucita

Nagbalaye National High School, Department of Education, Philippines  
<https://orcid.org/0009-0008-9463-2880>

### Dr. Mario A. Dejito

Education Program Supervisor, DepEd Canlaon City, Philippines  
<https://orcid.org/0009-0008-0028-2171>

### Brenda L. Pasquil

Part-time Faculty, STI West Negros University, Bacolod City, Philippines  
<https://orcid.org/0009-0006-6026-2418>

### Abstract:

Studying the compliance and commitment of school heads in public secondary schools promises a more effective, equitable, and resilient educational system that can better serve students' needs, particularly in challenging circumstances like those necessitating distance learning. In this premise, this study aimed to determine the compliance and commitment of the public secondary school heads on Modular Distance Learning (MDL) in the District of Santa Catalina during the School Year 2021-2022. Data needed for this paper was collected from 50 school heads using a 50-item self-made survey questionnaire that has hurdled the rigorous tests of validity and reliability. In general, data gathered showed high levels of compliance and commitment of public secondary school heads to MDL. Subsequent analysis showed no significant difference in the compliance and commitment among school heads in terms of age, education, and plantilla position. This study emphasizes the necessity for a strengthened development program tailored for secondary school heads, highlighting the importance of mentoring while advocating targeted support that considers the variations in plantilla positions. This support should include specialized training and enhanced access to technology.

**Keywords:** Education, public secondary school heads' compliance and commitment to modular distance learning, Negros Oriental, Philippines.

### Introduction:

#### *Nature of the Problem*

The COVID-19 pandemic has significantly impacted the education sector worldwide, compelling institutions to seek alternative methods for delivering instruction. In the Philippines, the Department of Education (DepEd) issued DepEd Order No. 007, series 2020, which prohibited face-to-face instruction and, in the words of Llego (2020), mandated the exploration of alternative teaching and learning modalities to ensure continuity of education despite the health crisis. This shift posed significant challenges, particularly in implementing modular distance learning—a mode of instruction where printed or offline modules were used. While popular and necessary in areas with limited internet access, the modular approach introduced various operational and pedagogical challenges for educators, administrators, and learners alike.

The most pressing concern school heads faced was ensuring quality education at that challenging moment. School heads play a crucial role in implementing educational policies and strategies. Their commitment and compliance with modular distance learning instructions ensure that the quality of education remains consistent and effective despite the shift from traditional classroom settings to distance learning. Another priority these leaders then faced was objectively evaluating the implementation success of such instructional modality. Hence, monitoring the compliance and commitment of school heads helps in evaluating the success of the modular distance learning program. It allows for identifying best practices and areas that need improvement, ensuring that the educational goals are met even under challenging circumstances. Examining the compliance and commitment of school heads to modular distance learning instructions was crucial to ensure the effective implementation of new educational strategies during the new normal, maintain the quality of education, support all stakeholders, and inform future policy decisions.

### Current State of Knowledge



Modular distance learning (MDL) has become the predominant form of distance education in the Philippines, especially in public schools. According to the Department of Education's survey, this method is the most preferred by parents, particularly in rural areas where internet connectivity is unreliable or non-existent (Bernard, 2020). Teachers are tasked with distributing printed modules and monitoring student progress through various communication channels, including email, telephone, and home visits where possible (Llego, n.d.). Despite its widespread use, the effectiveness of modular learning is influenced by numerous factors, such as the availability of learning resources, the competence and commitment of teachers, and the involvement and support of stakeholders.

Studies have shown that the availability of learning resources has posed a major challenge for teachers and school heads. They had to respond to numerous demands for high-quality, well-structured modules. And not only that. These learning materials must be engaging, clear, and aligned with the curriculum. Additionally, access to devices like computers, tablets, or smartphones, as well as reliable internet connectivity, are crucial, especially for accessing supplemental online materials and communication. Printed materials need medical resources such as books, and workbooks are vital for students who may need more consistent access to technology.

### **Theoretical Underpinnings**

This study is grounded in the Theory of Regulatory Compliance by Richard Fiene (2016) and the Three-Component Model of Commitment by Meyer and Allen (1991). Fiene's theory emphasizes the importance of selecting appropriate rules and regulations to ensure positive outcomes through compliance. This framework is particularly relevant in understanding the adherence to educational mandates and policies during the pandemic. Meyer and Allen's model, which explores affective, continuance, and normative commitment, provides insights into the psychological factors influencing teachers' dedication to their roles amidst the challenges of modular distance learning. Additionally, the study draws on Weiner's Organizational Readiness Theory (2009) and Bandura's Goal of Commitment, highlighting the collective action and motivation required to successfully implement educational changes.

### **Objectives**

This paper aimed to determine the extent of compliance and the level of commitment of public secondary school heads in MDL in the District of Santa Catalina during the School Year 2021-2022. Specifically, the study aimed to determine: 1) the extent of compliance in terms of learning resource materials, equipment and gadgets, and stakeholder involvement and support; 2) the level of commitment of school heads to MDL; 3) the significant difference, if any, in the school heads' extent of compliance with MDL; and 4) the significant difference in the school heads' level of commitment to MDL.

### **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 section.

### **Research Design**

This study adopts a descriptive research design to evaluate the extent of compliance and the level of commitment of Public Secondary School Heads to MDL in the District of Santa Catalina during the School Year 2021-2022. Dudovsky (2017) defines this design in its attempt to determine, describe, or identify characteristics within the field of investigation, making it appropriate for this study's objectives.

### **Respondents**

The respondents for this study comprise 50 School Heads from Santa Catalina District, Negros Oriental, during the School Year 2021-2022.

### **Data-gathering Instrument**

The instrument underwent rigorous face and content validation by five experts in research and education to ensure its accuracy in measuring the intended demographics. The validation process yielded a final validity score of 4.55, interpreted as excellent. Cronbach's Alpha was used to determine the reliability of the instrument and its internal consistency. The compliance reliability index was found to be 0.949, while the commitment reliability index was 0.726.

### **Data Collection**



This section fully adhered to established protocols for conducting research. Upon securing approval from the Schools Division Superintendent, the researcher personally administered the questionnaires to target respondents to ensure a high response rate and data accuracy.

### Data Analysis and Statistical Treatment

Objective 1 used the descriptive analytical scheme and mean as a statistical tool to determine the extent of compliance with MDL in terms of learning resource materials, equipment and gadgets, and stakeholder involvement and support.

Objective 2 used the same analytical scheme and statistical tool to determine the level of commitment to MDL.

Objectives 3 and 4 used the comparative analytical schemes and Mann-Whitney U tests as statistical tools to determine whether significant differences exist in the commitment and compliance to MDL.

### Ethical Considerations

Ethical considerations were paramount throughout the study. All respondents were informed about the study's purpose, procedures, and their right to withdraw at any time without any consequences. Written consent was obtained from all participants before data collection began. Moreover, confidentiality was maintained by anonymizing the respondents' identities and responses to ensure privacy. The researcher conducted data collection and analysis with the utmost integrity, avoiding bias or manipulation of results. The study adhered to ethical guidelines and received approval from relevant educational authorities. It complied with institutional policies and standards for conducting research involving human subjects.

### Results and Discussion

#### Public Secondary School Heads' (PSSHs') Compliance with MDL

**Table 1**  
*PSSHs' Compliance with MDL in Learning Resource Materials*

Item	Mean	Interpretation
1. make sure that the learning resource materials are complete.	4.76	Very great extent
2. ensure that the learning resource materials are utilized to the maximum.	4.76	Very great extent
3. encourage the teachers to use the learning resource materials for the teachers/learners.	4.76	Very great extent
4. make sure that the learning resource materials have undergone quality control.	4.61	Very great extent
5. see to it that the learning resource materials are fully enhanced and easily understood.	4.62	Very great extent
6. insist that the learning resource materials must be given to teachers/learners.	4.80	Very great extent
7. motivate the teacher/learners that the materials were properly used.	4.84	Very great extent
8. ensure that the teachers/learners have undergone training on the learning resource management and development system (LRMDS).	4.68	Very great extent
9. would present the learning resource materials to the teachers/learners.	4.70	Very great extent
10. encourage teachers to indigenize learning materials.	4.64	Very great extent
<b>Overall Mean</b>	<b>4.72</b>	<b>Very great extent</b>

Table 1 summarizes the analysis of public secondary school heads' compliance with MDL, specifically in learning resource materials (LRM), obtaining an overall mean of 4.72, interpreted to mean a very great extent. Jayaram and Dorababu (2015) claimed that printed learning material constitutes the mainstay of teaching through the distance education system. Schools need to take special care to ensure academic standards while preparing the learning material. Those who are working or intend to work in the distance education system and those who want to know how to develop printed learning modules for distance learners and how to revise those materials periodically should be familiar with all the essential terms relevant to the distance learning process.

**Table 2**  
*PSSHs' Compliance with MDL in Equipment and Gadgets*

Item	Mean	Interpretation
------	------	----------------



1. make sure that the equipment and gadgets are available for teacher/learners.	4.56	Very great extent
2. make sure that equipment and gadgets are taken care of properly.	4.68	Very great extent
3. see to it that the school purchase equipment and gadgets.	4.50	Very great extent
4. seek donations of equipment and gadgets from the LGU.	4.46	Great Extent
5. provide technical assistance for the use of equipment and gadgets.	4.52	Very great extent
6. monitor the use of equipment and gadgets.	4.62	Very great extent
7. appoint a technical team to supervise teachers/learners.	4.50	Very great extent
8. encourage them to use the equipment and gadgets for school only.	4.62	Very great extent
9. see to it the training on the use of equipment and gadgets is provided.	4.58	Very great extent
10. make sure that coaching and mentoring are done.	4.68	Very great extent
<b>Overall Mean</b>	<b>4.57</b>	<b>Very great extent</b>

Table 2 illustrates the analysis of school heads' compliance with MDL, specifically in equipment and gadgets, obtaining an overall mean of 4.57, also interpreted to a very great extent. Hindman and Stronge (2016) avow that effective teachers use technology during instruction to offer more individualized student attention, provide hands-on experiences, and shift the focus from the teacher to the students.

**Table 3**  
*PSSHs' Compliance with MDL in Stakeholders' Involvement and Support*

Item	Mean	Interpretation
1. communicate with stakeholders.	4.70	Very great extent
2. engage with the stakeholders/community to support the project activities program (PAPS)	4.66	Very great extent
3. organize the team of stakeholders in our schools.	4.54	Very great extent
4. see to it that the stakeholders and teachers have collaborative efforts for the schools' development.	4.58	Very great extent
5. build good relationships with stakeholders.	4.70	Very great extent
6. make sure that stakeholders start their advocacy to support the school activities.	4.42	Great Extent
7. support all aspects of stakeholders' engagement.	4.56	Very great extent
8. evaluate the projects being proposed by the stakeholders.	4.54	Very great extent
9. look for opportunities for the school's development.	4.70	Very great extent
10. influence the teachers to be one with stakeholders when it comes to the finalization of the project.	4.74	Very great extent
<b>Overall Mean</b>	<b>4.61</b>	<b>Very great extent</b>

Table 3 summarizes the analysis of school heads' compliance with MDL, specifically in stakeholders' involvement and support (LRM), obtaining an overall mean of 4.61, interpreted to mean very great extent.

### PSSHs' Commitment to MDL

**Table 4**  
*PSSHs' Commitment to MDL in Learning Resource Materials*

Item	Mean	Interpretation
1. make sure that the learning resource materials is complete.	4.86	Very High Level
2. ensure that the learning resource materials were utilized to the maximum.	4.82	Very High Level
3. encourage the teachers to use the learning resource materials for the teachers/learners.	4.82	Very High Level
4. make sure that the learning resource materials have undergone quality control.	4.70	Very High Level
5. see to it that the learning resource materials are fully enhanced and easily understood.	4.74	Very High Level
6. insist that the learning resource materials must be given to teachers/learners.	4.80	Very High Level
7. motivate the teacher/learners that the materials were properly used.	4.84	Very High Level
8. ensure that the teachers/learners have undergone the training on learning resource management and development system (LRMDS).	4.74	Very High Level
9. would present the learning resource materials to the teachers/learners.	4.71	Very High Level
10. encourage teachers to indigenize learning materials.	4.76	Very High Level
<b>Overall Mean</b>	<b>4.78</b>	<b>Very High Level</b>



Table 4 offers an interesting analysis of school heads' commitment to MDL, specifically in learning resource materials (LRM), obtaining an overall mean of 4.78, interpreted to mean a very high level. It provides evidence that most public secondary school heads are very much committed to MDL concerning learning resource materials. The scores of each item appear unremarkable since they all got the interpretation of very high level (VHL). Nonetheless, Khalil (2016) claimed that developing learning materials for distance learning is vital to ensure that students learn and recall information, as this is an essential condition to achieve effective learning outcomes. Luque (2017) added that previously acquired information guides students into new learning; thus, it is essential for self-help printed modules that will allow the student to develop a skill of recalling previously acquired knowledge.

**Table 5**  
*PSSHS' Commitment to MDL in Equipment and Gadgets*

Item	Mean	Interpretation
1. make sure that the equipment and gadgets are available for teachers/learners.	4.70	Very High Level
2. make sure that equipment and gadgets are taken care of properly.	4.74	Very High Level
3. see to it that the school purchases equipment and gadgets.	4.62	Very High Level
4. seek donations of equipment and gadgets from the LGU.	4.52	Very High Level
5. provide technical assistance for the use of equipment and gadgets.	4.62	Very High Level
6. monitor the use of equipment and gadgets.	4.62	Very High Level
7. appoint a technical team to supervise teachers/learners.	4.66	Very High Level
8. encourage them to use the equipment and gadgets for school only.	4.70	Very High Level
9. see to it the training on the use of equipment and gadgets is provided.	4.68	Very High Level
10. make sure that coaching and mentoring are done.	4.68	Very High Level
<b>Overall Mean</b>	<b>4.65</b>	<b>Very High Level</b>

Table 5 summarizes the analysis of PSSHS' commitment to MDL under equipment and gadgets with an overall mean of 4.65, interpreted to mean very high level (VHL). In this result, the majority of the public secondary school heads are committed to securing the needed equipment and gadgets for modular distance learning. With the utilization of modern electronic educational equipment, educators use techniques, strategies, and procedures to increase interaction. According to Mean-Chin (2020), the most substantial issue of distance learning involves the unavailability of equipment and gadgets such as mobile phones, computers, laptops, printers, and internet connection for both students and teachers. Chen and Huang (2018) and Hussin (2018) all claimed that these equipment and gadgets are needed for distance learning education and for embracing the trend in education, enabling learners' achievement and implementing task-based and performance-based learning goals.

**Table 6**  
*PSSHS' Commitment to MDL in Stakeholders' Involvement and Support*

Item	Mean	Interpretation
1. communicate with stakeholders.	4.74	Very High Level
2. engage with the stakeholders/community to support the project activities program (paps)	4.76	Very High Level
3. organize the team of stakeholders in our schools.	4.60	Very High Level
4. see to it that the stakeholders and teachers have the collaborative efforts for the schools' developments.	4.62	Very High Level
5. build good relationship with stakeholders.	4.72	Very High Level
6. make sure that stakeholders start their advocacy to support the school activities.	4.62	Very High Level
7. support all aspects of stakeholders' engagement.	4.66	Very High Level
8. evaluate the projects being proposed by the stakeholders.	4.64	Very High Level
9. look for the opportunities for the school's development.	4.70	Very High Level
10. influence the teachers to be one with stakeholders when it comes to the finalization of the project.	4.72	Very High Level
<b>Overall Mean</b>	<b>4.68</b>	<b>Very High Level</b>

Table 6 shows the result of the analysis of PSSHS' commitment to MDL based on stakeholders' involvement and support obtaining an overall mean of 4.68 (VHL). Torres (2021) believed that stakeholders' involvement in school programs and reforms has great potential for removing mistrust and distance between people and schools by nurturing transparency of information and a culture of mutual respect and by jointly pursuing improvement of the school by sharing vision, process, and results. Stakeholders also have opportunities to contribute to school-wide rules, norms, and expectations and help in the improvement efforts on changing systems, policies, and adult practices to better support students.



### PSSHs' Compliance with MDL when Grouped According to Demographics

**Table 7**

*PSSHs' Compliance with MDL in Learning Resource Materials When Grouped by Age*

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. make sure that the learning resource materials is complete.	4.65	Very extent great	4.88	Very extent great
2. ensure that the learning resource materials were utilized to the maximum.	4.69	Very extent great	4.83	Very extent great
3. encourage the teachers to use the learning resource materials for the teachers/learners.	4.65	Very extent great	4.88	Very extent great
4. make sure that the learning resource materials have undergone quality control.	4.50	Very extent great	4.75	Very extent great
5. see to it that the learning resource materials is fully enhanced and easily understood.	4.58	Very extent great	4.67	Very extent great
6. insist that the learning resource materials must be given to teachers/learners.	4.73	Very extent great	4.88	Very extent great
7. motivate the teacher/learners that the materials were properly used.	4.81	Very extent great	4.88	Very extent great
8. ensure that the teachers/learners have undergone the training on learning resource management and development system (LRMDS).	4.62	Very extent great	4.75	Very extent great
9. would present the learning resource materials to the teachers/learners.	4.62	Very extent great	4.79	Very extent great
10. encourage teachers to indigenize learning materials.	4.58	Very extent great	4.71	Very extent great
<b>Overall Mean</b>	<b>4.64</b>	<b>Very extent great</b>	<b>4.80</b>	<b>Very extent great</b>

Table 7 shows the analysis of PSSHS' compliance with MDL, particularly in learning resource materials based on groupings by age. The younger group got an overall mean of 4.64 while their older counterparts got 4.80, all interpreted to a VGE. Yazon (2016) guarantees that learners easily understand quality learning materials. Among the qualities were learning competencies contained in the modules, supplementary activities that enhance student's understanding of the contents, language, and words used in the module, clear and specific directions, and the provisions of self-assessment to assess their learning. These are qualities of modules that will determine their effectiveness since self-learning modules are self-directed and independent learning tools.

**Table 8**

*PSSHs' Compliance with MDL in Equipment and Gadgets When Grouped by Age*

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. make sure that the equipment and gadgets are available for teacher/learners.	4.58	Very great extent	4.54	Very great extent
2. make sure that equipment and gadgets are taken care of properly.	4.73	Very great extent	4.63	Very great extent
3. see to it that the school purchase equipment and gadgets.	4.46	Great Extent	4.54	Very great extent
4. seek donations of equipment and gadgets from the LGU.	4.54	Very great extent	4.38	Great Extent
5. provide technical assistance for the use of equipment and gadgets.	4.54	Very great extent	4.50	Very great extent
6. monitor the use of equipment and gadgets.	4.62	Very great extent	4.63	Very great extent
7. appoint a technical team to supervise teachers/learners.	4.65	Very great extent	4.33	Great Extent



8. encourage them to use the equipment and gadgets for school only.	4.73	Very great extent	4.50	Very great extent
9. see to it the training on the use of equipment and gadgets is provided.	4.73	Very great extent	4.42	Great Extent
10. make sure that coaching and mentoring are done.	4.73	Very great extent	4.63	Very great extent
<b>Overall Mean</b>	<b>4.63</b>	<b>Very extent</b>	<b>great</b>	<b>4.51</b>
				<b>Very extent</b>
				<b>great</b>

Table 8 illustrates the analysis of PSSHs' compliance with MDL, particularly in learning equipment and gadgets based on the same groupings by age. The younger group got an overall mean of 4.63, while their older counterparts got 4.51, all interpreted as VGE. Egbib et al. (2021) corroborated this result when they reported that principals' role performance positively impacts the management of equipment and facilities in public secondary schools. The principals' role performance is positive on the organization of capacity building in improvisation of instructional equipment and materials, inspection, and supervision of instructional facilities. School principals should be involved in the planning for the provision of equipment and facilities, which will further strengthen them to establish periodic equipment and facilities audits to attract reward and punishment of handlers.

**Table 9**

*PSSHs' Compliance with MDL in Stakeholders' Involvement and Support When Grouped by Age*

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. communicate with stakeholders.	4.77	Very great extent	4.63	Very great extent
2. engage with the stakeholders/community to support the project activities program (paps)	4.69	Very great extent	4.63	Very great extent
3. organize the team of stakeholders in our schools.	4.50	Very great extent	4.58	Very great extent
4. see to it that the stakeholders and teachers have the collaborative efforts for the schools' developments.	4.58	Very great extent	4.58	Very great extent
5. build good relationship with stakeholders.	4.81	Very great extent	4.58	Very great extent
6. make sure that stakeholders start their advocacy to support the school activities.	4.38	Great Extent	4.46	Great Extent
7. support all aspects of stakeholders' engagement.	4.62	Very great extent	4.50	Very great extent
8. evaluate the projects being proposed by the stakeholders.	4.54	Very great extent	4.54	Very great extent
9. look for the opportunities for the school's development.	4.69	Very great extent	4.71	Very great extent
10. influence the teachers to be one with stakeholders when it comes to the finalization of the project.	4.73	Very great extent	4.75	Very great extent
<b>Overall Mean</b>	<b>4.63</b>	<b>Very extent</b>	<b>great</b>	<b>4.60</b>
				<b>Very extent</b>
				<b>great</b>

Table 9 illustrates the analysis of PSSHs' compliance with MDL, particularly in stakeholders' involvement and support based on the same groupings by age. The younger group got the same overall mean of 4.63, while their older counterparts got 4.60, all interpreted as VGE. The result requires both younger and older respondents to be more enthusiastic in ensuring that stakeholders start their advocacy to support the school's programs and activities. This program must be properly monitored and evaluated to address the issues and challenges encountered during the implementation. Strengthen School Community Partnership and empower Parent-teacher relationships while achieving the real goals of this program (Roberts, 2020).

**Table 10**

*PSSHs' Compliance with MDL in Learning Resource Materials When Grouped by Educational Attainment*

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. make sure that the learning resource materials is complete.	4.64	Very great extent	4.91	Very great extent



2. ensure that the learning resource materials were utilized to the maximum.	4.64	Very great extent	4.91	Very great extent
3. encourage the teachers to use the learning resource materials for the teachers/learners.	4.71	Very great extent	4.82	Very great extent
4. make sure that the learning resource materials have undergone quality control.	4.50	Very great extent	4.77	Very great extent
5. see to it that the learning resource materials is fully enhanced and easily understood.	4.54	Very great extent	4.73	Very great extent
6. insist that the learning resource materials must be given to teachers/learners.	4.75	Very great extent	4.86	Very great extent
7. motivate the teacher/learners that the materials were properly used.	4.86	Very great extent	4.82	Very great extent
8. ensure that the teachers/learners have undergone the training on learning resource management and development system (LRMDS).	4.61	Very great extent	4.77	Very great extent
9. would present the learning resource materials to the teachers/learners.	4.64	Very great extent	4.77	Very great extent
10. encourage teachers to indigenize learning materials.	4.61	Very great extent	4.68	Very great extent
<b>Overall Mean</b>	<b>4.65</b>	<b>Very great extent</b>	<b>4.80</b>	<b>Very great extent</b>

Table 10 summarizes the analysis of PSSHs' compliance with MDL, particularly in learning resource materials based on groupings by educational attainment. The lower educational background (LEB) group got an overall mean of 4.65, while their higher educational background (HEB) counterparts got 4.80, all interpreted as VGE. This result suggests that some of the LEB respondents need to be more compliant in making sure that the learning resource materials have undergone quality control. Respondents from the HEB group needed more effort in encouraging the teachers to indigenize the learning materials. Learning materials should be user-friendly and developed in a way that is easy to use and ensures students understand the content and can achieve the desired learning outcomes. Maphosa et al. (2019) claimed that a learning material that is difficult to understand will contribute to students dropping out of programs of study.

**Table 11**

*PSSHs' Compliance with MDL in Equipment and Gadgets When Grouped by Educational Attainment*

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. make sure that the equipment and gadgets are available for teacher/learners.	4.57	Very great extent	4.55	Very great extent
2. make sure that equipment and gadgets are taken care of properly.	4.71	Very great extent	4.64	Very great extent
3. see to it that the school purchase equipment and gadgets.	4.43	Great Extent	4.59	Very great extent
4. seek donations of equipment and gadgets from the LGU.	4.39	Great Extent	4.55	Very great extent
5. provide technical assistance for the use of equipment and gadgets.	4.54	Very great extent	4.50	Very great extent
6. monitor the use of equipment and gadgets.	4.64	Very great extent	4.59	Very great extent
7. appoint a technical team to supervise teachers/learners.	4.50	Very great extent	4.50	Very great extent
8. encourage them to use the equipment and gadgets for school only.	4.57	Very great extent	4.68	Very great extent
9. see to it the training on the use of equipment and gadgets is provided.	4.68	Very great extent	4.45	Great Extent





10. make sure that coaching and mentoring are done.	4.71	Very great extent	4.64	Very great extent
<b>Overall Mean</b>	<b>4.58</b>	<b>Very extent</b>	<b>great 4.57</b>	<b>Very extent great</b>

Table 11 summarizes the analysis of PSSHs' compliance with MDL, particularly in equipment and gadgets, based on groupings by educational attainment. The lower educational background (LEB) group got an overall mean of 4.58, while their higher educational background (HEB) counterparts got 4.57, all interpreted as VGE. According to Garba (2020), school physical facilities and equipment are vital instruments for implementing educational programs. School heads and teachers have important roles to play in developing and making them function effectively. Their effectiveness in the implementation of an educational program, meeting the physical needs of a school, and their impact on a teacher's productivity depends on its physical condition or quality.

**Table 12**  
*PSSHs' Compliance with MDL in Stakeholders' Involvement and Support When Grouped by Educational Attainment*

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. communicate with stakeholders.	4.75	Very great extent	4.64	Very great extent
2. engage with the stakeholders/community to support the project activities program (paps)	4.75	Very great extent	4.55	Very great extent
3. organize the team of stakeholders in our schools.	4.46	Great Extent	4.64	Very great extent
4. see to it that the stakeholders and teachers have the collaborative efforts for the schools' developments.	4.57	Very great extent	4.59	Very great extent
5. build good relationship with stakeholders.	4.86	Very great extent	4.52	Very great extent
6. make sure that stakeholders start their advocacy to support the school activities.	4.36	Great Extent	4.50	Very great extent
7. support all aspects of stakeholders' engagement.	4.57	Very great extent	4.55	Very great extent
8. evaluate the projects being proposed by the stakeholders.	4.57	Very great extent	4.52	Very great extent
9. look for the opportunities for the school's development.	4.75	Very great extent	4.64	Very great extent
10. influence the teachers to be one with stakeholders when it comes to the finalization of the project.	4.79	Very great extent	4.68	Very great extent
<b>Overall Mean</b>	<b>4.64</b>	<b>Very extent</b>	<b>great 4.58</b>	<b>Very extent great</b>

Table 12 summarizes the analysis of PSSHs' compliance with MDL, particularly in stakeholders' involvement and support based on groupings by educational attainment. The LEB group got an overall mean of 4.64, while their HEB counterparts got 4.58, all interpreted as VGE. These figures appear unremarkable since both groups got a VGE rating.

**Table 13**  
*PSSHs' Compliance with MDL in Learning Resource Materials When Grouped by Plantilla Position*

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. make sure that the learning resource materials are complete.	4.82	Very extent great	4.68	Very extent great
2. ensure that the learning resource materials are utilized to the maximum.	4.89	Very extent great	4.59	Very extent great
3. encourage the teachers to use the learning resource materials for the teachers/learners.	4.75	Very extent great	4.77	Very extent great
4. make sure that the learning resource materials have undergone quality control.	4.68	Very extent great	4.55	Very extent great
5. see to it that the learning resource materials is fully enhanced and easily understood.	4.64	Very extent great	4.59	Very extent great



6. insist that the learning resource materials must be given to teachers/learners.	4.89	Very extent	great	4.68	Very extent	great
7. motivate the teacher/learners that the materials were properly used.	4.86	Very extent	great	4.82	Very extent	great
8. ensure that the teachers/ learners have undergone the training on the learning resource management and development system (LRMDS).	4.86	Very extent	great	4.46	Great Extent	
9. would present the learning resource materials to the teachers/learners.	4.82	Very extent	great	4.55	Very extent	great
10. encourage teachers to indigenize learning materials.	4.79	Very extent	great	4.45	Great Extent	
<b>Overall Mean</b>	<b>4.80</b>	<b>Very extent</b>	<b>great</b>	<b>4.61</b>	<b>Very extent</b>	<b>great</b>

Table 13 summarizes the analysis of PSSHs' compliance with MDL, particularly in learning resource materials based on groupings by plantilla positions. The lower plantilla group got an overall mean of 4.80, while their counterparts from the higher plantilla group got 4.61, all interpreted as VGE. The results validate the common assumption that teacher-respondents perform their best in the delivery of the curriculum to their target learners, especially during those trying times of the pandemic. Syed et al. (2017) assert that an effective learning material allows students to learn independently because, in the module, students have been given various instructions that make it easier to learn the module and follow the learning activities presented in the module. With the module, the teacher no longer functions as the only source of learning. Students can learn independently, collaborate, and discuss with each other.

**Table 14**  
*PSSHs' Compliance with MDL in Equipment and Gadgets When Grouped by Plantilla Position*

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation		
1. make sure that the equipment and gadgets are available for teachers/learners.	4.68	Very extent	great	4.41	Great Extent	
2. make sure that equipment and gadgets are taken care of properly.	4.82	Very extent	great	4.50	Very extent	great
3. see to it that the school purchases equipment and gadgets.	4.64	Very extent	great	4.32	Great Extent	
4. seek donations of equipment and gadgets from the LGU.	4.57	Very extent	great	4.32	Great Extent	
5. provide technical assistance for the use of equipment and gadgets.	4.61	Very extent	great	4.41	Great Extent	
6. monitor the use of equipment and gadgets.	4.79	Very extent	great	4.41	Great Extent	
7. appoint a technical team to supervise teachers/learners.	4.71	Very extent	great	4.23	Great Extent	
8. encourage them to use the equipment and gadgets for school only.	4.82	Very extent	great	4.36	Great Extent	
9. see to it the training on the use of equipment and gadgets is provided.	4.79	Very extent	great	4.32	Great Extent	
10. make sure that coaching and mentoring are done.	4.89	Very extent	great	4.41	Great Extent	
<b>Overall Mean</b>	<b>4.73</b>	<b>Very extent</b>	<b>great</b>	<b>4.37</b>	<b>Great Extent</b>	

Table 14 summarizes the analysis of PSSHs' compliance with MDL, particularly in equipment and gadgets based on groupings by plantilla positions. The lower plantilla group got an overall mean of 4.73, interpreted to mean VGE, while their counterparts from the higher plantilla group got 4.37, interpreted to mean GE. This is the first disparity so far between demographic groupings. The result suggests that some respondents with lower plantilla positions were less passionate in seeking donations of equipment and gadgets from the LGU to be used for modular distance learning. At the same time, respondents with higher plantilla group were seemingly unenthusiastic in appointing a technical team to supervise the teachers and learners in the utilization of equipment and gadgets. Garba (2020) believed that school physical facilities and equipment are vital instruments for implementing educational programs, and that school heads and teachers have important roles to play in developing and making them function effectively.

**Table 15**  
*PSSHs' Compliance with MDL in Stakeholders' Involvement and Support When Grouped by Plantilla Position*



Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. communicate with stakeholders.	4.93	Very extent great	4.41	Great Extent
2. engage with the stakeholders/community to support the project activities program (paps)	4.86	Very extent great	4.41	Great Extent
3. organize the team of stakeholders in our schools.	4.79	Very extent great	4.23	Great Extent
4. see to it that the stakeholders and teachers have the collaborative efforts for the schools' developments.	4.86	Very extent great	4.23	Great Extent
5. build good relationship with stakeholders.	4.89	Very extent great	4.45	Great Extent
6. make sure that stakeholders start their advocacy to support the school activities.	4.75	Very extent great	4.00	Great Extent
7. support all aspects of stakeholders' engagement.	4.89	Very extent great	4.14	Great Extent
8. evaluate the projects being proposed by the stakeholders.	4.82	Very extent great	4.18	Great Extent
9. look for the opportunities for the school's development.	4.96	Very extent great	4.36	Great Extent
10. influence the teachers to be one with stakeholders when it comes to the finalization of the project.	5.00	Very extent great	4.41	Great Extent
<b>Overall Mean</b>	<b>4.88</b>	<b>Very extent great</b>	<b>4.28</b>	<b>Great Extent</b>

Table 15 illustrates the analysis of PSSHs' compliance with MDL, particularly in stakeholders' involvement and support based on groupings by plantilla positions. The lower plantilla group got an overall mean of 4.88 (VGE), while their counterparts from the higher plantilla group got 4.28 (GE). This is another disparity shown between demographic groupings. This result implies that both respondents with lower and higher plantilla positions need to be more enthusiastic in making sure that stakeholders start their advocacy to support the programs and activities of the school. Successful collaboration between all stakeholders means deep listening as well as active doing. Alomes (2020) declared that open, transparent dialogue results in all parties feeling seen, heard, and valued, and in the end, the connection and compassion formed through those healthy relationships create successful teaching and learning outcomes.

### PSSHs' Commitment to MDL when Grouped According to Demographics

**Table 16**  
*PSSHs' Commitment to MDL in Learning Resource Materials When Grouped by Age*

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. make sure that the learning resource materials is complete.	4.85	Very High Level	4.88	Very High Level
2. ensure that the learning resource materials were utilized to the maximum.	4.77	Very High Level	4.88	Very High Level
3. encourage the teachers to use the learning resource materials for the teachers/learners.	4.77	Very High Level	4.88	Very High Level
4. make sure that the learning resource materials have undergone quality control.	4.62	Very High Level	4.79	Very High Level
5. see to it that the learning resource materials is fully enhanced and easily understood.	4.65	Very High Level	4.83	Very High Level
6. insist that the learning resource materials must be given to teachers/learners.	4.77	Very High Level	4.83	Very High Level
7. motivate the teacher/learners that the materials were properly used.	4.85	Very High Level	4.83	Very High Level



8. ensure that the teachers/ learners have undergone the training on learning resource management and development system (LRMDS).	4.77	Very High Level	4.71	Very High Level
9. would present the learning resource materials to the teachers/learners.	4.65	Very High Level	4.75	Very High Level
10. encourage teachers to indigenize learning materials.	4.77	Very High Level	4.75	Very High Level
<b>Overall Mean</b>	<b>4.75</b>	<b>Very High Level</b>	<b>4.81</b>	<b>Very High Level</b>

Table 16 shows the analysis of the commitment of PSSH to MDL, particularly in learning resource materials based on groupings by age. The younger group got an overall mean of 4.75, while their counterparts obtained an overall mean of 4.81, all interpreted as VHL. These figures suggest that some younger respondents are less passionate in ensuring that the learning resource materials have undergone quality control. At the same time, older respondents were seen as less excited about ensuring that the teachers and learners have undergone training in learning resource management and development systems.

**Table 17**  
*PSSHs' Commitment to MDL in Equipment and Gadgets When Grouped by Age*

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. make sure that the equipment and gadgets are available for teacher/learners.	4.73	Very High Level	4.67	Very High Level
2. make sure that equipment and gadgets are taken care of properly.	4.77	Very High Level	4.71	Very High Level
3. see to it that the school purchase equipment and gadgets.	4.62	Very High Level	4.63	Very High Level
4. seek donations of equipment and gadgets from the LGU.	4.54	Very High Level	4.50	Very High Level
5. provide technical assistance for the use of equipment and gadgets.	4.65	Very High Level	4.58	Very High Level
6. monitor the use of equipment and gadgets.	4.69	Very High Level	4.54	Very High Level
7. appoint a technical team to supervise teachers/learners.	4.77	Very High Level	4.54	Very High Level
8. encourage them to use the equipment and gadgets for school only.	4.81	Very High Level	4.58	Very High Level
9. see to it the training on the use of equipment and gadgets is provided.	4.77	Very High Level	4.58	Very High Level
10. make sure that coaching and mentoring are done.	4.69	Very High Level	4.67	Very High Level
<b>Overall Mean</b>	<b>4.70</b>	<b>Very High Level</b>	<b>4.60</b>	<b>Very High Level</b>

Table 17 shows the analysis of the commitment of PSSH to MDL, particularly in equipment and gadgets based on groupings by age. The younger group got an overall mean of 4.70, while their counterparts obtained an overall mean of 4.60, all interpreted as VHL. These results imply that younger and older respondents are less enthusiastic about seeking donations of equipment and gadgets from the LGU for modular distance learning. Schools are responsible for sourcing and providing the correct school equipment to their students, everything ranging from pencils to high-tech equipment. Hence, the school must find ways to seek donations from stakeholders.

**Table 18**  
*PSSHs' Commitment to MDL in Stakeholders' Involvement and Support When Grouped by Age*

Categories	Younger Mean	Interpretation	Older Mean	Interpretation
1. communicate with stakeholders.	4.77	Very High Level	4.71	Very High Level
2. engage with the stakeholders/community to support the project activities program (paps)	4.73	Very High Level	4.79	Very High Level
3. organize the team of stakeholders in our schools.	4.73	Very High Level	4.46	High Level



4. see to it that the stakeholders and teachers have the collaborative efforts for the schools' developments.	4.62	Very High Level	4.63	Very High Level
5. build good relationship with stakeholders.	4.65	Very High Level	4.79	Very High Level
6. make sure that stakeholders start their advocacy to support the school activities.	4.62	Very High Level	4.63	Very High Level
7. support all aspects of stakeholders' engagement.	4.58	Very High Level	4.75	Very High Level
8. evaluate the projects being proposed by the stakeholders.	4.57	Very High Level	4.71	Very High Level
9. look for the opportunities for the school's development.	4.69	Very High Level	4.71	Very High Level
10. influence the teachers to be one with stakeholders when it comes to the finalization of the project.	4.69	Very High Level	4.75	Very High Level
<b>Overall Mean</b>	<b>4.67</b>	<b>Very Level</b>	<b>High</b>	<b>4.69</b>
		<b>Very Level</b>	<b>High</b>	

Table 18 shows the analysis of the commitment of PSSH to MDL, particularly in stakeholders' involvement and support based on groupings by age. The younger group got an overall mean of 4.67, while their counterparts obtained an overall mean of 4.69, all interpreted as VHL. Bush (2016) emphasizes the importance of school heads' leadership and governance, especially involving stakeholders. He quoted that the focus on leadership as a major influence on student outcomes and school improvement tends to diminish the attention given to the governing boards, in some jurisdiction, which play an important role in setting the school's direction.

**Table 19**  
*PSSHs' Commitment to MDL in Learning Resource Materials When Grouped by Educational Attainment*

Categories	Lower Mean	Interpretation	Higher Mean	Interpretation
1. make sure that the learning resource materials is complete.	4.82	Very High Level	4.91	Very High Level
2. ensure that the learning resource materials were utilized to the maximum.	4.79	Very High Level	4.86	Very High Level
3. encourage the teachers to use the learning resource materials for the teachers/learners.	4.82	Very High Level	4.82	Very High Level
4. make sure that the learning resource materials have undergone quality control.	4.61	Very High Level	4.82	Very High Level
5. see to it that the learning resource materials is fully enhanced and easily understood.	4.71	Very High Level	4.77	Very High Level
6. insist that the learning resource materials must be given to teachers/learners.	4.79	Very High Level	4.82	Very High Level
7. motivate the teacher/learners that the materials were properly used.	4.86	Very High Level	4.82	Very High Level
8. ensure that the teachers/learners have undergone the training on learning resource management and development system (LRMDS).	4.75	Very High Level	4.73	Very High Level
9. would present the learning resource materials to the teachers/learners.	4.68	Very High Level	4.73	Very High Level
10. encourage teachers to indigenize learning materials.	4.79	Very High Level	4.72	Very High Level
<b>Overall Mean</b>	<b>4.76</b>	<b>Very Level</b>	<b>High</b>	<b>4.80</b>
		<b>Very Level</b>	<b>High</b>	

Table 19 shows the analysis of the commitment of PSSH to MDL, particularly in learning resource materials based on groupings by educational attainment. The lower educational background (LEB) group got an overall mean of 4.76, while their counterparts from the higher educational background (HEB) group obtained an overall mean of 4.80, all interpreted as VHL. According to Right (2018), learning materials in teaching are crucial to the success of student achievement.

## Conclusion



Overall, the school heads are largely successful in aligning with the guidelines and requirements set forth for MDL, ensuring that the necessary resources, equipment, and stakeholder collaboration are in place to facilitate effective distance learning for students. Secondary school heads' compliance with MDL in all the constructs on learning resource materials, equipment, and gadgets, and stakeholders' involvement and support remained the same regardless of their age and educational Attainment. Contrastingly, plantilla position has the potential to influence school heads' compliance with equipment and gadgets and stakeholders' involvement and support. Moreover, the commitment of the secondary school heads in these areas indicates a strong dedication to ensuring the success of the MDL program. This commitment involves taking active steps to manage and overcome the challenges associated with distance learning, thereby creating a supportive and resource-rich environment for students and educators. Such commitment to learning resource materials, equipment, and gadgets, and stakeholders' involvement and support remained the same regardless of their age, educational attainment, and plantilla positions.

### Acknowledgment

The researcher wishes to express his profound gratitude to the people who extended their help in different ways and made this endeavor possible. Dr. Mario A. Dejito, his adviser, for expert assistance, patience and support extended. Dr. Lilybeth P. Eslabon, Dr. Luisito Servinas, Dr. Wilfredo Hermosura, Dr. Mima Villanueva and Dr. Rey Eslabon, members of the oral defense panels, who provided the researcher with helpful criticisms, insights, suggestions and recommendations which contributed to be refinement of this work; Dr. Anelito Bongcawil, whose assistance in statistics had challenged her to go through the burdensome task analysis. Lastly, to the Almighty Father who is the source of everything, who gives him strength, wisdom, and power to conduct and finish my study, and who continues to make the impossible possible. His Grace and Love are sufficient.

### References

- Azucena Jr, J. A., Geroso, M. J. S., & Maguate, G. S. Contingent Educational Management Response: The Construction and Validation of Leadership scale in the Era of Change. *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)*, 6(07), 315-327.
- Bernard, J. (2020). An Interview with Dr. Bo Li, Winner of the 2020 Bernard J. Couillaud Prize; An exciting look at the future of multiphoton imaging research.
- Cabardo, J. R. (2020) Level of Readiness and Instructional Competence of Grade I and II Teachers in the Mother Tongue-Based Multilingual Instruction. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2761423#:~:text=Jimmy%20Rey%20Cabardo,DepEd%2DHagonoy%20National&text=The%20level%20of%20readiness%20of,was%20found%20to%20be%20Proficient](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2761423#:~:text=Jimmy%20Rey%20Cabardo,DepEd%2DHagonoy%20National&text=The%20level%20of%20readiness%20of,was%20found%20to%20be%20Proficient).
- Chen, G., Huang, A. C., Zhang, W., Zhang, G., Wu, M., Xu, W., ... & Guo, W. (2018). Exosomal PD-L1 contributes to immunosuppression and is associated with anti-PD-1 response. *Nature*, 560(7718), 382-386.
- Chin, M. (2020). Students' new normal: Modular distance learning. *Unique Philippines*.
- Dudovsky, J. (2017). *Descriptive research design attempts to determine, describe, or identify characteristics within the field of investigation*.
- Engada, J. D., & Maguate, G. (2023). PROJECT LEARNDEMIC (Learning Assessment and Reading Development through Enhanced Modified Intervention and Collaboration). *International Journal of Scientific Research and Management (IJSRM)*, 11(09), 31-41.
- Eliver, A., Abule, A., Cornel, M., & Maguate, G. Teachers research Perception, competence and Work Performance: Basis for A Capability Building Plan. *International Journal of Scientific Research and Management (IJSRM)*, 11(10), 42-73.
- Fiene, R. (2016). Theory of regulatory compliance. Available at SSRN 3239691.
- Hindman, J., Grant, L., & Stronge, J. (2013). *Supportive learning environment, the: Effective teaching practices*. Routledge.
- Jayaram, K., & Dorababu, K. K. (2015). Self-learning materials in the distance education system. *International Journal of Current Research*, 7(10), 21929-21934.
- Jayme, R., & Maguate, G. (2023). Issues and Concerns of Teachers towards Modular Distance Learning Approach. *International Journal of Scientific Research and Management (IJSRM)*, 11(08), 2848-2857.
- Khalil, M., & Ebner, M. (2016). What is learning analytics about? A survey of different methods used in 2013-2015. *arXiv preprint arXiv:1606.02878*.
- Lee, K., Allen, N. J., Meyer, J. P., & Rhee, K. Y. (2001). The three-component model of organisational commitment: an application to South Korea. *Applied Psychology*, 50(4), 596-614.
- Llego, J. (2020). Review finds great resilience in mental health during COVID-19 pandemic Reviewed by Emily Henderson, B.Sc. Oct 28 2021.
- Llego, J. n.d. *Response on the implementation of the modular distance learning*. Retrieved from [pressreader.com/philippines/watchmen-daily-journal](http://pressreader.com/philippines/watchmen-daily-journal).
- Lopez, N. L., & Irene, E. A. (2017). Motivation and commitment to teaching among pre-service teachers of a State University in Samar, Philippines. *Journal of Academic Research*, 2(3), 18-29.



- López-Mateo, I., Tumanova, T., Shumeyko, N., et al. (2016). HEY1 functions are regulated by its phosphorylation at Ser-68. *Bioscience Reports*, 36(3), e00343. doi:10.1042/BSR20150244 ([Portland Press](#)) ([SpringerLink](#)).
- Luque, A., Peralta, M. E., De Las Heras, A., & Córdoba, A. (2017). State of the Industry 4.0 in the Andalusian food sector. *Procedia Manufacturing*, 13, 1199-1205.
- Luz, J. (2020). *School News scoured the sector this term to find out about some of the hottest new edtech trends and solutions on offer to Aussie schools that might help foster greater student participation and teamwork in your classrooms.*
- Mavellas, S., Wellington, M., & Samuel, F. (2015). Assessment of the availability and utilization of ICTs for teaching and learning in secondary schools-Case of a high school in Kwekwe, Zimbabwe. *International Journal of Scientific & Technology Research*, 4(8), 282-288.
- Roberts, R. E. (2020). Qualitative Interview Questions: Guidance for Novice Researchers. *Qualitative Report*, 25(9).
- Tiauzon, M. J., Moyani Jr, G., Bautista, M., & Maguate, G. (2023). Management Skills of Department Heads in Relation to Employees Work performance. *Valley International Journal Digital Library*, 5327-5334.
- Torres, F. G., & De-la-Torre, G. E. (2021). Face mask waste generation and management during the COVID-19 pandemic: An overview and the Peruvian case. *Science of the total environment*, 786, 147628.
- Weiner, B. J. (2009). A theory of organizational readiness for change. *Implementation Science*, 4, 1-9.
- Yazon, A. (2019). Pre-service Teachers' adversity quotient and Proficiency in English Language and Mathematics. *Universal Journal of Educational Research*, 7(12), 2670-2676.