COVID-19 Precautionary Measures and Practices for Delivering Modular Distance Learning

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Abstract

The purpose of this descriptive study is to investigate the safety precautions and delivery methods for the modular distance learning modality during the COVID-19 pandemic. This empirical study employed a quantitative approach and descriptive research design to address the research problem and questions. The respondents for primary data collection were the junior high school teachers who were identified through a referral sampling technique. The frequency count, percentage, ranking, and Chi-square test for homogeneity and independence were the statistical tools employed in the study. The alpha threshold for all inferential statistics was set at 0.05. The outcomes showed that the safety precautions in the modular distance learning delivery provided equitable and inclusive access to favorable learning environments. Teachers' evaluations of the methods employed in the modular distance learning program revealed that parents were urged to play a significant role as home facilitators. The data analysis revealed that there were significant differences in how the modular distance learning was carried out. According to the findings, there is no conclusive link between the prevention measures and the delivery of the distance learning mode. To strengthen this investigation, additional research is required with a larger focus and new factors.

Keywords: precautionary measures, precautionary practices, modular distance learning, Covid-19 pandemic

1. Introduction

One of the most important lessons learned from the pandemic is the need for teachers in ensuring that learning persists. When the pandemic was at its worst, some schools reopened, and it was the teachers' duty to make sure that children could complete their education in a secure environment. Additionally, there is a strong demand for teachers to fill in any knowledge and ability gaps caused by delays in instruction. The goal was to defend both students and teachers because knowing the facts guards them against damaging presumptions and incorrect information regarding COVID-19 including all parties involved in schooling. Misinformation could result in fear and anxiety. According to the WHO, it is probable that some pupils are returning from homes where they were exposed to a new coronavirus acute respiratory infection (2019-nCoV ARD). The governing bodies of the education sector around the world mandated their stakeholders to observe and follow policies. For instance, the Department of Education in the Philippines (DepEd, 2020a) in a series of memos formed a task force as the point of reference for all its constituents. Balida, Alegre, Lopez, and Balida (2022) identified some of the most common health and safety protocols for educational institutions to implement at the height of the pandemic. Teachers were trained to prepare for online learning due to the COVID-19 pandemic protocols. The study by Phan & Dang (2017) identified training, attitude, technological competence, time constraints, pedagogy, and methodology as some of the essential elements of distance learning education. The foundation for developing classroom policies and procedures must be a thorough understanding of COVID-19 protocols, how it spreads, and how to safeguard everyone, especially children. Students were given module resources for remote or distant learning due to limitations for face-to-face instruction. Students become susceptible to the infectious virus when teachers give them those teaching materials. The methods used to prevent stakeholders from contracting the virus are examined in this inquiry. It is crucial that the researcher convey details regarding security measures and protocols in the modular remote learning environment.

1.1 Review of Related Literature and Studies

During the coronavirus crisis, many countries have been using digital pedagogical tools and virtual exchanges between students and teachers to deliver education as schools were shut down. Vulnerable students might, however, have little access to such tools and require further attention and support. To respond to the challenges they face, according to the Organisation for Economic Co-operation and Development (OECD) (2020), countries have developed specific and sometimes innovative policy initiatives such as providing equitable and inclusive access to digital learning resources and good learning conditions, ensuring that socio-emotional needs are being met, offering equitable and inclusive access to extra services for vulnerable students, and ensuring support by and for teachers. The author also notes that an almost universal response to school closures has been the creation of online learning platforms to support teachers, students,

and their families. However, not all students have the same access to information and communication technologies (ICTs), which also varies greatly across countries. Likewise, Balida and Encarnacion (2020) found that eLearning tools are as critical as the teachers and students skills and acceptance of new technology.

Department of Education implemented modular distance learning to maintain continuity in education and ensure that every school continues to fulfill its mission and vision, which is to offer high-quality instruction to every Filipino learner. Quinones (2020) defines distance learning as a method of delivering education in which the teacher and the students interact while they are physically separated during instruction (. There are three variations of this modality: TV/radio-based instruction, online distance learning, and modular distance learning. The author mentioned that the most common form of distance learning is modular learning. According to the result of the poll conducted by DepEd (2020b), cited in Bernardo (2020), learning through printed and digital modules emerged as the most desired distance learning mode of parents with children who are enrolled in that academic year, hence all public schools in the Philippines employ it. This also takes into account the needs of rural students who lack access to the internet for online education. The duty of keeping track of the students' progress falls to the teacher. The teacher can be contacted by the students via email, phone, text message, and instant messaging, among other methods. If at all practicable, the instructor should make home visits to students who require help or remediation (Llego, 2020). Teachers or local government representatives will provide printed modules to the pupils' parents or guardians. Parents collaborate with instructors in the classroom since education is no longer confined to the school setting. Parents are essential home facilitators. Their main responsibility in modular learning is to interact with the student and mentor them (FlipScience, 2020).

Modules were developed starting in May 2020 in all subjects for all levels across four quarters in accordance with the "Most Essential Learning Competencies" by designated teaching employees working with the Education Program Supervisors in the Philippines (Bagood, 2020). These self-study modules are already regarded as learning packages that include a pre-test, a conversation, and a number of evaluation/assessment tasks. They are given out to all students according to the class schedule for modular learning. Indeed, public school teachers all around the Philippines have embraced this method of instruction. Teachers are essential to maintaining the quality of education being provided despite the pandemic (Herman et al, 2022). Teachers were well-aware of the COVID-19 pandemic's existence and its effects. Teachers continue to assist pupils by creating modules as their learning guides despite the COVID-19 pandemic's risks. As a result, the teacher takes on a new role as a catalyst for the student's growth as a member of their society and community (Martineau et al., 2020).

Malipot (2020), however, emphasizes the need for teachers to discuss their issues with modular distance learning. The department has a policy of training teachers not only for their professional development but also to prepare them for unforeseen circumstances. It was highlighted that as the frontliners in the educational system, they had undergone various trainings and seminars to be better equipped to deliver quality education amid the COVID-19 pandemic. Comparing modular instruction to traditional teaching methods, it is more effective in the teaching-learning process since it allows students to learn at their own pace. The students are stimulated, and their interest is piqued by the unfettered self-learning method that includes quick reinforcement and comments that are added to practice exercises. However, parents, students, and instructors experienced a number of challenges as a result of the implementation of modular learning. The main issues that arose included students' difficulties with self-study, a lack of school funds for the creation and delivery of modules, and parents' lack of expertise in academic guidance for their children. Therefore, it is clear that using modular distance learning is marred with challenges (Dangle, 2020). Materials for modular learning might be printed or digitally stored. It serves as the foundation of the Department of Education's distance learning program because most students still lack access to technology. Ten primary schools in Buluan, Maguindanao, have adopted the modular teaching style, according to the DepEd (2020c), while the nation is in the midst of a severe health crisis.

Computers, iPads, and smartboards are among the gadgets that DepEd is giving to central or centers of excellence schools. The availability of gadgets like mobile phones is one of the most important technical aspects of remote learning. Both students and teachers should have access to computers, laptops, printers, and the Internet. These tools are necessary for remote learning instruction as well as for adopting the education 4.0 trend, which encourages the usage of the E-instruction system by supporting students' success and applying a task-based and performance-based

Numerous impacts of the COVID-19 outbreak have been observed across all levels of education (Carillo and Flores, 2020; Alumran, 2020; Cheng, 2020). Higher Education Institutions and their professors have to move quickly in response to a sudden and forced shift from in-person instruction to online instruction. The difficulties and possibilities of modular distance delivery are examined by Aviles et al. (2021). Information was gathered from primary schools in the Philippines' Bayugan City Division. The study conducted descriptive-quantitative-correlational research on elementary teachers and the findings showed that helping schools create modules for modular remote learning is crucial to creating effective and efficient teaching materials. It goes on to say that there are no appreciable differences in the crucial difficulties and chances faced by teachers in the delivery of modular distance learning. This indicates that a participant's effectiveness is not determined by the profile. Whatever the obstacles are in the way of delivering modular distance learning, are successfully overcome. The study's findings advise DepEd school leaders and administrators to promote the development of educational modules in order to produce well-designed instructional materials that cater to the needs of learners, particularly in modular distance learning. In addition, teachers make sure that the modules they produce meet the actual needs of the students.

Cahapay (2020) notes that most educational systems across the world have migrated to remote learning modality as a measure against the

spread of the coronavirus disease 2019 (COVID-19). This phenomenon is causing a lot of difficulties especially as voiced out by students in the context of developing countries. This paper attempts to describe the difficulties in remote learning of university students in the Philippines in the wake of the COVID-19 crisis. Following a mainly qualitative research design, the study surveyed a pool of purposively and conveniently selected students currently enrolled in a tertiary institution. The result of the content analysis revealed the following categories of difficulties in remote learning: unstable internet connectivity; inadequate learning resources; electric power interruptions; vague learning contents; overloaded lesson activities; limited teacher scaffolds; poor peer communication; conflict with home responsibilities; poor learning environment; financial related problems; physical health compromises; and mental health struggles. Based on the result, cogent recommendations are formulated at the end of the study.

Castroverde (2021) discusses the difficulties teachers have when using the modular distance learning modality in the midst of an epidemic and how they manage these difficulties. In order to identify the difficulties teachers face when using the modular distance learning mode, this study used a phenomenological research approach. Teachers from various public secondary schools in Tacloban City, Philippines participated in the study. The voluntary participation of ten (10) professional public secondary teachers as key participants through convenience sampling was requested. Through a survey, namely by employing a semi-structured questionnaire with open-ended questions, the personal experiences and coping strategies of the teachers were acquired. Data interpretation was carried out utilizing Colaizzi's methodology. Based on how they organize, prepare, and distribute modules, keep track of students' progress, examine and evaluate outputs, and give comments on students' performance, teachers' issues have been highlighted. Teachers also employed a variety of coping mechanisms to deal with the difficulties associated with the modular distance learning modality, including time management, creative teaching methods, adjusting to the changes brought about by the new normal trend in education, flexibility, offering alternative plans, being flexible, being optimistic, patient, and arming oneself with the skills required for the new normal ways of education. Regarding all the restrictions in these challenging times brought on by the pandemic, various stakeholders need to work and plan for solutions to various concerns that may arise as they are involved in the teaching and learning process.

The COVID-19 pandemic, according to Dangle (2020), has prevented students and teachers from engaging in face-to-face learning within the classroom (van Thao et al, 2021). The introduction of modular distance learning as an immediate response to ensure educational continuity has been made possible by this epidemic. The Philippines is currently transitioning to the new norm for education, and the success of this process depends on educators' ongoing innovations and the active participation of other stakeholders. The main goal of this study is to learn about the difficulties encountered, viewpoints held, and suggestions made by educators, parents, and students in the implementation of modular distance learning in Balbalayang National High School (BNHS) and Baguio City National High School (BCNHS) during the academic year 2020–2021. By completing surveys with the 37 participants in the chosen schools using quota and purposeful sampling, a mixed quantitative and qualitative technique was used to identify these issues, opinions, and suggestions. The main issues that surfaced were a lack of school finance for the creation and delivery of modules, students' difficulties with independent study, and parents' lack of expertise in academic child rearing. The study concluded that resources, readiness, and communication are the challenges facing the program. This result could serve as basis in formulating recommendations improve practices in delivering modular distance learning program.

The Modular Learning modality, as Guiamalon (2020) mentions, is now employed by all public schools in the Philippines in order to take into account the learners in rural areas where the internet is not accessible for online learning. For the majority of the ordinary Filipino students, modular learning is a very convenient method of distance learning through Self-Learning Modules (SLM). The SLM is based on the Department of Education's MELCS, or Most Essential Learning Competencies. The purpose of which was to ascertain the problems and worries related to teachers' use of the modular distance learning modality.

Nardo (2017) mentions that experientialists feel that when people have an inherent drive to learn, they make substantial contributions to the field of education. In order to encourage language learners to study independently, the paper discusses the value of employing modules in the language classroom. Using designed educational materials that are focused on the needs of the students, modular instruction is an alternative instructional approach. To keep their interest and focus, students are urged to work on a variety of intriguing and difficult tasks, which promotes independent study. The study emphasizes the advantages of employing modules for instruction, such as improving students' ability to learn on their own. Students actively participated in studying the ideas covered in the program. As they completed the duties outlined in the module, they gained a sense of responsibility. The students advanced on their own with little to no help from the teacher.

These reviewed literature and studies are crucial since the concentration is on the subject under inquiry, giving the researcher a wide range of pertinent and thorough materials to support the completion of this research. According to the available literature, a number of countries throughout the world have temporarily closed educational institutions to stop the virus's spread and reduce infection rates (Tria, 2020). As a result, face-to-face interaction between students inside the classroom has been discontinued. Schools must use modular distant learning, per a DepEd directive. In collaboration with the Education Program Supervisors, designated teaching professionals developed modules for use in modular education, according to Bagood (2020). The program initially presented a variety of difficulties for teachers, students, and parents. Parents' lack of understanding regarding how to support their children academically, a lack of school money for the development and delivery of modules, and students' difficulties with self-studying were some of the key issues that were raised. The following examples demonstrate the application of modular distance learning's obvious difficulties: (Dangle, 2020). Due to the sudden changes in the new educational system, teaching is still viable but is accompanied by challenges and worries (Herman et al, 2020). Due to the sudden changes in the new educational system, these challenges and concerns of the teachers regarding the usage of modular distance learning in

the field of education are exacerbated by this practice (Alvarez, 2020). Innovation and the impact of change have multiplied by orders of magnitude since the development of modern technology (Cheng, 2017). The implementation of the ideas of emergency remote education has resulted in huge and rapid changes, and the educational systems around the world are left with no choice but to understand, experience, and accept these changes, regardless of whether they are negative or positive in nature (Bozkurt et. al., 2020).

All of the studies and related references that were incorporated into this study have contributed concepts and guidelines to successfully pursue and deliver the study.

1.2 Theory of Situational Awareness

This present study is anchored on the theory of 'Situational Awareness' as the act of a person actively reflecting on the surroundings. It offers a dynamic orientation to the situation and the chance to consider the situation's prospective characteristics in addition to its history, present, and future. As a result of the dynamic reflection's logical-conceptual, creative, conscious, and unconscious components, people can create mental models of events that happen outside of themselves (Endsley, 1995). Situation awareness is predicated on its function in human decision-making that is dynamic and occurs across many different domains. Based on a descriptive approach of decision-making, situation awareness is given as the primary issue in system functioning. In principle, this study relates to this theory such that when the teachers understudy are aware of the gravity of the situation, they can make an informed decision to protect themselves and those around them. Awareness of the situation can also serve as a motivation for a dynamic and logical

1.3 Conceptual Framework

Figure 1 illustrates the study's conceptual structure. The framework showed how the study's factors interacted. The dependent variables were the teachers' preventive measures and practices in modular distance learning during the COVID-19 pandemic, whereas the independent factors included age, sex, civil status, educational achievement, and school classification.

In terms of age, individuals who are younger than the mean are referred to as "young," while those who are older than the mean are referred to as "old." The researcher hypothesized that young responders have a better comprehension of safety precautions and become less knowledgeable about practices in the modular distant learning environment. This is because older respondents reported having more favorable encounters than younger respondents.

They were divided into males and females based on sex. The researcher hypothesizes that the respondents' biological preferences may turn out to be different. Female respondents had better methods because they were more careful, but they were unable to take the same precautions in modular distance learning as the male respondents.

The three kinds of civil status are single, married, and widowed. The researcher thought that the preventive precautions and practices used in modular distance learning had something to do with civil status. The reason for this is that, unlike married or widowed persons, who have many more responsibilities than singles, they can have time to consider better solutions and alternative preventative measures and practices in modular distance learning.

The categories for educational achievement are teachers with a baccalaureate degree, a master's degree, or a doctorate degree. Although there was some disagreement, the researcher thought that those with higher levels of education were likely to have a more comprehensive and in-depth understanding of issues when it comes to preventive measures and practices in the modular distance learning context. Then, it was anticipated that Ph.D. professors would be able to generate work that was superior to that of masters and undergraduate students.

The school was divided into two categories: small and large. It is asserted that major schools have a wider range of preventative procedures and policies in the modular remote learning environment when compared to small schools. In addition, while the majority of small schools were situated away from the road, the majority of big schools were located close to it.

1.4 Research Paradigm

The diagram below presents the concepts and relationships among the variables.

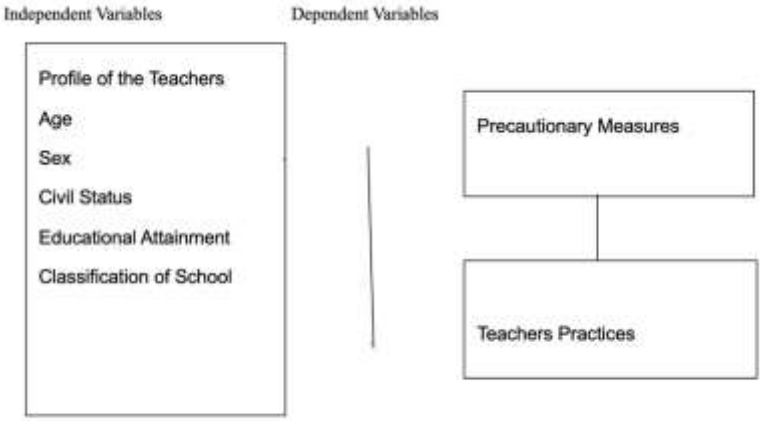

Figure 1. Schematic Diagram showing relationships of variables in the study

1.5 Aim of the Study

The aim of this study was to explore the precautionary measures and practices in the modular distance learning modality during the Covid-19 pandemic.

1.6 Statement of the Problem

Specifically, it sought to answer the following questions:

a) What is the profile of the respondents in terms of age, sex, civil status, educational attainment, and classification of school?

b) What are the precautionary measures in the modular distance learning program during the COVID-19 pandemic as assessed by teachers when taken as a whole and when classified according to age, sex, civil status, educational attainment, and classification of school?

c) What are the practices in modular distance learning during the COVID-19 pandemic, as assessed by teachers?

2. Methodology

2.1 Research Design

A descriptive research design was employed to explain and interpret the relationships between existing and non-manipulative variables (Balida, 2021). This present study entails describing, recording, analyzing, and interpreting the current nature, composition, or processes of occurrences that characterize the precautionary measures and practices of delivering modular distance learning during the pandemic. The features of the population or phenomenon under study are also described. Descriptive research, then, largely focuses on identifying the characteristics of a certain demographic group without addressing "why" a particular phenomenon happens (Cabot, 2020). In this case, the population is the school teachers.

2.2 Research Approach

The quantitative approach was used in this study, which allows the collection of data using a questionnaire. According to Balida (2021), descriptive research design fits with the quantitative approach, wherein the research could collect quantifiable data through a survey instrument.

2.3 Population and Sampling Technique

The researcher applied referral sampling technique to determine the respondents of the online survey. The respondents were three hundred thirteen (313) junior high school teachers in public secondary schools in the Fifth District of Iloilo, Philippines, during the school year 2021-2022. The data were collected over a period of three weeks from the respondents in the municipalities of Ajuy which had 84, or 20.78 percent, Barotac Viejo with 71, or 14.61 percent, Carles with 45, or 18.45 percent, and Concepcion with 53 or 19.51. Lastly, San Rafael with 61 or 21.42.

The distribution of the respondents based on the grouping variables as presented in Table 1.

Table 1. Distribution of Respondents

School	N= 313	% (100)
Ajuy	84	20.78
Barotac Viejo	71	19.83
Carles	45	18.45
Concepcion	53	19.51
San Rafael	61	21.42

2.4 Data Collection and Instrument

The questionnaire was framed in Google Forms and the link was distributed through the school authorities in order to ensure that the respondents understood the purpose of the study and that their responses were truthful. To participate in the study, each respondent was required to provide a consent. They were given an assurance on the anonymous treatment of their personal information and confidentiality of the entire process. The frequency count, percentage, rank, chi-square test of homogeneity (for group differences), and chi-square test of independence were among the statistical techniques used in the study (for correlation). The test had a non-parametric outcome.

A frequency count was used to assess how the respondents were distributed in terms of age, sex, civil status, educational attainment, and school type. Percentages were used to determine how the respondents were distributed in terms of age, sex, civil status, educational attainment, and school type. The Chi-Square Test of Homogeneity was used to evaluate the homogeneity between preventative measures in the modular distance learning during the COVID 19 Pandemic to age, sex, civil status, academic achievement, and school classification. The chi-square test of independence was used to investigate the relationship between the preventative measures in the modular distance learning program during the COVID-19 pandemic. The statistical value, or p-value, generated from test statistics determines if the significance level is below or over the researcher's predetermined cut-off point of 0.05 and is used as the basis for accepting or rejecting the null hypotheses.

The data collection instrument used was a questionnaire about the teachers' preventive measures and practices in modular remote learning during the COVID-19 Pandemic. The teacher survey that was included by researchers has three elements. Part I covered the profiles of the respondents, which might have included information like name (optional), age (young or elderly), sex (male or female), marital status

(single, married, or widow), and level of education (bachelor's, master's, and doctoral degrees), as well as classification (small, big).

The COVID 19 Pandemic safety measures teachers took were covered in 15 points in Part II of the modular distance learning structure. Part II focused on the precautions that the instructors in the modular distance learning program took during the COVID 19 Pandemic. All of the assertions in this article were supported by the first quarter of 2020 DepEd Memorandum (DM) No. 15, 21, 23, 31, and 34, headed "Creation of a Task Force for the Management of Department of Education Response to Novel Coronavirus Acute Respiratory Disease (2019-nCoV ARD)." All that was required of the teachers was a simple "yes" or "no" in response. Before data collection began, the questionnaire underwent a validity and reliability test. For the questionnaire trial, thirty (30) randomly chosen elementary school teachers volunteered, and they were set apart from the general population.

3. Results

3.1 Profile of the Respondents

Table 2 shows the profile of the respondents in terms of age, sex, civil status, educational attainment, and classification of school using frequency counts and percentages. As to age, there were 184, or 58.8 percent, who were young and 129 or 41.2 percent were old. As to sex, there were 154 or 49.2 percent were male and 159 or 50.8 percent were female. As to civil status, single respondents were 139 or 44.4 percent, the married were 157 or 50.2 and widow respondents were 17 or 5.4 percent. As to their educational attainment, bachelor's degree were 194 or 62.0 percent, the master's degree were 101 or 32.3 percent and the doctorate degree were 18 or 5.8 percent. As to the classification of school, there were 134 or 42.8 percent were in small school and 179 or 57.2 percent were in big schools. Based on the results of the study, the majority of the respondents were young and dominated by females. There were more married respondents than single and widowed. As to their educational attainment, bachelor's degrees composed the study. Lastly, most of them were in small schools.

Table 2. Profile of the Respondents in Terms of Age, Sex, Civil Status, Educational Attainment, Classification of School

Variables	Frequency	Percent
Age		
Young	184	58.8
Old	129	41.2
Sex		
Male	154	49.2
Female	159	50.8
Civil Status		
Single	139	44.4
Married	157	50.2
Widow/widower	17	5.4
Educational Attainment		
Bachelor's degree	194	62.0
Master's degree	101	32.3
Doctorate degree	18	5.8
Classification of Schools		
Small	134	42.8
Big	179	57.2
Total	313	100.0

Precautionary Measures in the Modular Distance Learning during Covid-19 Pandemic as Assessed by Teachers When Taken as a Whole

Table 3 shows the precautionary measures in the modular distance learning during Covid-19 pandemic when taken as a whole using frequency, percentage and rank. It was evident that the highest ranking, at 102, or 32.7 percent, said that it will give equitable, inclusive access to favorable learning environments. With 90, or 28.8% in favor, it was followed by the claim that other stakeholders' active involvement is the key to its success. Last but not least, incorporate 87 percent or 27.9 percent of the three kinds of presence (social, cognitive, and facilitatory) into the design of learning activities. On contrary, the statement that gives students flexible, discussion-oriented learning and improves their academic performance received the lowest ranking, at 47, or 15.1 percent. Next, 48, or 15.4%, was adapting assessment to new learning requirements. Enhance current techniques for teaching and learning came in last, scoring 49 out of 100 (15.7%).

Table 3. Precautionary Measures in the Modular Distance Learning during Covid-19 Pandemic as Assessed by Teachers When Taken as a Whole

Items	*f*	Percent	Rank
Provide equitable inclusive access to good learning conditions	102	32.7	1
Active involvement of other stakeholders driving force for its success	90	28.8	2
Design learning activities with certain characteristics, the combination of three types of presence (social, cognitive and facilitating)	87	27.9	3
Determine how students evaluate their educational experiences	83	26.6	4
Presents more flexible learning environment for both teachers and learners	81	26.0	5
Shift entirely to modular teaching–learning	79	25.3	6
Provide Materials in printed or in digitized form	79	25.3	7
Distribute self-learning modules as considered learning packages containing pre-test, discussion, and a series of evaluation/assessment	79	25.3	8
Opt to manage the curriculum during this pandemic	74	23.7	9
Create learning platforms to support teachers, students and their families	73	23.4	10
Provide both printed and digital modules emerged as the most preferred distance learning	67	21.5	11
Provide equitable inclusive access to learning resources	56	17.9	12
Enhance teaching and learning practices in the current situation	49	15.7	13
Adapt assessment to the new learning requirements.	48	15.4	14
Provide flexible discussion-oriented learning to students and lifts up their academic output	47	15.1	15

Precautionary Measures in the Modular Distance Learning during Covid-19 Pandemic as Assessed by Teachers When Classified According to Age, Sex, Civil Status, Educational Attainment, Classification of School

Table 4 shows the precautionary measures in the modular distance learning program during the COVID-19 pandemic as assessed by teachers when students are classified according to age, sex, civil status, educational attainment, and classification of school using the frequency and percentage. Regarding age, young respondents answered yes with 181 (98.4%) and no with 3 (1.6%), while older respondents answered yes with 128 (99.2%) and no with 0.8 or less. Regarding sex, 157 or 98.7% of female respondents had answered "yes," whereas 152 or 98.7% of male respondents had, and 2 or 1.3 percent had disagreed. With 136 yes votes, or 97.8% of the total, only 3 no votes were cast. Respondents who were married answered yes with 156, or 99.4%, and no with 1, or 0.6 percent. 17 widower respondents, or 100.0 percent, answered "yes," while 0 respondents, or 0.0, responded "no." When asked if they possessed a bachelor's degree, 193 people, or 99.5 percent, responded yes; only one person, or 0.5 percent, said no. 97% of master's degree holders replied yes, while only 3% disagreed. Doctorate degree: 18 out of 100 people replied "yes," while 0 out of 100 said "no." Finally, 134 respondents, or 100.0 percent, agreed that tiny schools should be classified as such, while 0 respondents, or 0.0 percent, disagreed. 175 or 97.8% of those from large schools responded positively, while only 4 or 2.2 percent did not. As determined by teachers based on their profiles, the results showed that respondents agreed with the list of preventative measures in the modular distance learning program during the COVID-19 epidemic.

According to a study by Elfirdoussi et al. from 2021, both professors and students agreed that online learning is not more engaging than traditional instruction and that professors should conduct at least 50% of their instruction in person. To improve and promote distance learning in Morocco, recommendations were made at the technical and teaching levels. These included the need for technical assistance and instruction in using these tools. This paper's contribution is the outcome of data analysis from a survey that was done at a few renowned Moroccan universities.

Table 4. Precautionary Measures in the Modular Distance Learning during Covid-19 Pandemic as Assessed by Teachers When Classified According to Age, Sex, Civil Status, Educational Attainment, Classification of School

	No		Yes		Total
Variables					
	f	*%*	*f*	*%*	
Age					
Young	181	98.4	3	1.6	184
Old	128	99.2	1	0.8	129
Sex					
Male	152	98.7	2	1.3	154
Female	157	98.7	2	1.3	159
Civil Status					
Single	136	97.8	3	2.2	139
Married	156	99.4	1	0.6	157
Widow/widower	17	100.0	0	0.0	17
Educational Attainment					
Bachelor’s degree	193	99.5	1	0.5	194
Master's degree	98	97.0	3	3.0	101
Doctorate degree	18	100.0	0	0.0	18
Classification of Schools					
Small	134	100.0	0	0.0	134
Big	175	97.8	4	2.2	179
Total	309	98.7	4	1.3	313

Practices in the Modular Distance Learning during Covid-19 Pandemic as Assessed by Teachers When Taken as a Whole

Table 5 shows the practices in the modular distance learning during Covid-19 pandemic as assessed by teachers when taken as a whole using frequency, percentage and rank. The highest ranking, or 139 out of 44.6 percent, was to encourage parents to play a crucial role as home facilitators. The remark that was made next, comparing the teaching-learning approach to standard teaching techniques, received 134 yes votes, or 44.9 percent of the total. Lastly, 130 modules, or 41.7 percent, were printed using personal facilities. The statement that evaluated students' readiness for online learning received the lowest score of 1, or 0.3 percent. Control the use of modules for emergency remote instruction between students and teachers by setting a limit of 23 or 7.4%. The final step was to seize the chance to combine a fantastic learning process with the force of exploding technical innovation, or 35 or 11.2 percent. Teachers discovered that the Covid-19 outbreak's distance learning strategies encouraged parents to act as home facilitators. applied to the teaching-learning method and the printing of modules using personal facilities. Testing students' online learning skills was one of the least common techniques during the Covid-19 outbreak. Utilize modules for urgent remote instruction between pupils and teachers to harness the strength of booming technological advancement. According to Rebeiro et al. (2021), this new circumstance has had a considerable impact on families, particularly the level of involvement needed to promote children's learning at home. Findings show that parents must invest a lot of time in their children's education, especially those in primary school, making it challenging to balance jobs or telework with academic responsibilities. For the purpose of fostering children's learning and achievement, implications for policies, schools, and families are examined.

Table 5. Practices in the Modular Distance Learning during Covid-19 Pandemic as Assessed by Teachers When Taken as a Whole

Items	***f***	**Percent**	**Rank**
Encourage parents to play a vital role of home facilitators	139	44.6	1
Operative in the teaching-learning method as equated to usual teaching approaches	134	42.9	2
Used personal facilities in the printing of modules	130	41.7	3
Continue to serve by formulating modules as the learning guide for students	128	41.0	4
Monitoring the progress of the learners	122	39.1	5
Do home visits to learners needing remediation or assistance	118	37.8	6
Implementing a task-based and performance-based specific learning goals	104	33.3	7
Upgrade technical skills to adapt with the online learning technologies and tools	84	26.9	8
Self-funding in the production and delivery of modules	67	21.5	9
Attend various training and seminars to be more equipped in teaching	61	19.6	10
Consider sociocultural aspects that could hinder technological adoption	57	18.3	11
Overcome the significant learners' inequalities to access the modules	44	14.1	12
Grab the opportunity to learn the remarkable technological innovation	35	11.2	13
Regulate the utilization of modules for emergency remote instruction	23	7.4	14
Assessed students' capacity to online learning	1	0.3	15

Practices in the Modular Distance Learning during Covid-19 Pandemic as Assessed by Teachers When Classified According toAge, Sex, Civil Status, Educational Attainment, Classification of School

Table 6 shows the practices in the modular distance learning during Covid-19 pandemic as assessed by teachers when classified according age, sex, civil status, educational attainment and classification of school**.** Regarding age, respondents under the age of 35 had 177 or 96.2 percent say yes and 7 or 3.8 percent say no, while those above 35 had 97 or 75.2 percent say yes and 32 or 24.8 percent say no. According to sex, 158 or 99.4 percent of female respondents had answered "yes," while 116 or 75.3 percent of male respondents had, and 38 or 24.7 percent had disagreed. In terms of civil status, single individuals gave 103 yes votes (74.1%) and 36 no votes (24.9%). Respondents who were married answered yes with 154, or 98.1 percent, and no with 3, or 1.9 percent. 17 widower respondents, or 100.0 percent, answered "yes," while 0 respondents, or 0.0, responded "no." 162 people, or 83.5 percent, indicated that they possessed a bachelor's degree, whereas 32 people, or 16.5 percent, disagreed. Master's degree holders were 94, or 93.1 percent, in favor and 6.9, or 7 percent, against. Doctorate degree: 18 out of 100 people replied "yes," while 0 out of 100 said "no." Finally, 134 respondents, or 100.0 percent, agreed that a tiny school should be classified as such, while 0 respondents, or 0.0, disagreed. 140 or 78.2 percent of those from large schools responded positively, whereas 39 or 21.8 percent did not. The results have demonstrated how, as judged by teachers, the procedures in modular distance learning during the Covid-19 epidemic were modified. It displayed people based on their age, sex, civil status, level of education, and schooling.

Table 6. Practices in the Modular Distance Learning during Covid-19 Pandemic as Assessed by Teachers When Classified According to Age, Sex, Civil Status, Educational Attainment, Classification of School

	No		Yes		
Variables					Total
	f	%	*f*	%	
Age					
Young	177	96.2	7	3.8	184
Old	97	75.2	32	24.8	129
Sex					
Male	116	75.3	38	24.7	154
Female	158	99.4	1	0.6	159
Civil status					
Single	103	74.1	36	25.9	139
Married	154	98.1	3	1.9	157
Widow/widower	17	100.0	0	0.0	17
Educational Attainment					
Bachelor's degree	162	83.5	32	16.5	194
Master's degree	94	93.1	7	6.9	101
Doctorate Degree	18	100.0	0	0.0	18
Classification of School					
Small	134	100.0	0	0.0	134
Big	140	78.2	39	21.8	179
Total	274	87.5	39	12.5	313

Differences in the Precautionary Measures in the Modular Distance Learning during Covid-19 Pandemic Assessed by Teachers When Classified According to Age, Sex, Civil Status, Educational Attainment and Classification of School

Table 7 shows the significant difference in the precautionary measures in the modular distance learning during Covid-19 pandemic as assessed by teachers shows the significant differences when classified according age, sex, civil status, educational attainment and classification of school using the Chi- square. When categorizing students by age, teachers found no appreciable differences in the precautions taken in the modular distance learning program during the Covid-19 epidemic; the Chi-square value was 0.44 with a p-value of.507. The instructors' assessment of the preventative measures in the modular distance learning during the Covid-19 pandemic when categorizing by age revealed no significant differences when the p-value was not less than 0.05 level of significance. Teachers determined that there was no statistically significant difference in the preventive measures taken in the modular distance learning program during the Covid-19 epidemic when categorized by sex; the chi-square value was 0.001 with a p-value of.974. When teachers classified students by sex in the modular distance learning during the Covid-19 epidemic, the p-value indicated that there was no statistically significant difference in the preventative measures.

Teachers determined that there was no significant difference in cautious measures in the modular distance learning program during the COVID-19 pandemic when civil status was classified; the chi-square value was 1.585 and the p-value was.453. When teachers classified students based on their civil status, there was no discernible difference in the preventative measures used during the Covid-19 epidemic because the p-value was not less than 0.05 level of significance. When teachers grouped students according to educational attainment, there was no discernible difference in the preventative measures taken in the modular distance learning during the Covid-19 epidemic; the chi-square value was 3.42 with a p-value of.181. When teachers classified students based on educational attainment, they found no significant differences in the preventative measures taken during the Covid-19 pandemic when the p-value was not less than 0.05 threshold of significance. When teachers classified the precautionary measures in the modular distance learning program according to the type of school, they found no discernible differences; the chi-square value was 3.033, and the p-value was.082. When teachers classified students based on their school type, they found no significant differences in the preventative measures used during the Covid-19 pandemic when the p-value was not below than 0.05 threshold of significance. The findings indicate that there were no notable differences between teachers' evaluations of preventative actions during the Covid-19 outbreak. Both professors and students preferred distance learning using printed and digital modules.

According to Dangle et al. (2020), the COVID-19 pandemic has prevented students and teachers from engaging in face-to-face learning within the classroom. The main issues that surfaced were a lack of school finance for the creation and delivery of modules, students' difficulties with independent study, and parents' lack of expertise in academic child rearing. In conclusion, the study was able to pinpoint the participants' main resource, readiness, and communication challenges. The findings of this study could be used to improve current educational programs and establish best practices for the use of modular distance learning.

Table 7. Differences in the Precautionary Measures in the Modular Distance Learning during Covid-19 Pandemic Assessed by Teachers When Classified According to Age, Sex, Civil Status, Educational Attainment and Classification of School

Variables	Chi-square value	df	p-value	Remarks
Age	0.44	1	.507	Not significant
Sex	0.001	1	.974	Not significant
Civil status	1.585	2	.453	Not significant
Educational Attainment	3.42	2	.181	Not significant
Classification of School	3.033	1	.082	Not significant

Differences in the Practices in the Modular Distance Learning during Covid-19 Pandemic Assessed by Teachers When Classified According to Age, Sex, Civil Status, Educational Attainment and Classification of School

Table 8 shows the significant differences in the practices in the modular distance learning during Covid-19 pandemic as assessed by teachers shows the significant differences when classified according age, sex, civil status, educational attainment and classification of school using the Chi-square. When teachers classified students by age, they found a significant difference in the techniques used in the modular distance learning program during the Covid-19 epidemic; the Chi-square value was 30.666 with a p-value of.000. When teachers classified the practices in the modular distance learning during the COVID-19 pandemic based on age, the p-value was less than 0.05, which indicated that there was a significant difference. When teachers classified the practices in the modular distance learning program according to sex, they found that there were significant differences; the chi-square value was 41.471 with a p-value of.000. When teachers classified the practices in the modular distance learning during the COVID-19 pandemic based on sex, the p-value was less than 0.05, which indicated that there were significant differences. Teachers determined that there were substantial differences between the practices in the modular distance learning during the COVID-19 pandemic when civil status was identified; the chi-square value was 41.454 with a p-value of.000. When teachers classified students according to their civil status, the p-value was less than 0.05, indicating that there were significant differences in the techniques used in the modular distance learning program during the Covid-19 pandemic. According to instructors' assessments of the practices in the modular distance learning during the COVID-19 pandemic, which were categorized according to educational achievement, there were significant differences; the chi-square value was 8.289 with a p-value of.016. When teachers classified students according to educational attainment, the p-value was not larger than 0.05, indicating that there were significant differences in the practices of modular distance learning during the Covid-19 epidemic. Teachers determined that there were substantial differences in the methods used for modular distance learning during the COVID-19 epidemic when categorized according to school type; the chi-square value was 33.351 with a p-value of.000. When teachers classified the practices in the modular distance learning during the Covid-19 pandemic according to school classification, the p-value was less than 0.05, which indicated that there were significant differences.

The outcome shows that there are considerable differences between teachers' assessments of preventative measures in modular distance learning during the Covid-19 pandemic. To adapt to the online learning environment and eliminate the considerable disparities in learners' access to modules, teachers update their technical abilities. The digital divide, according to Mponguse (2020) results, prevents students from taking advantage of e-learning to its fullest extent, but lecturers nevertheless need students to submit assessment tasks and participate in course activities on the Moodle learning management system. Alternatives must be found so that students, especially underprivileged students, can benefit from e-learning because face-to-face learning in universities is subject to the COVID-19 pandemic and other issues that lead to the closure of university facilities.

Table 8. Significant Differences in the Practices in the Modular Distance Learning during Covid-19 Pandemic Assessed by Teachers When Classified According to Age, Sex, Civil Status, Educational Attainment, Classification of School

Variables	Chi-square Value	df	p-value	Remarks
Age	30.666	1	.000	Significant
Sex	41.471	1	.000	Significant
Civil Status	41.454	2	.000	Significant
Educational attainment	8.289	2	.016	Significant
Classification of school	33.351	1	.000	Significant

Relationship between the Precautionary Measures and Practices in the Modular Distance Learning as Assessed by Teachers

To find out the relationship between the precautionary measures and practices in modular distance learning as assessed by teachers, the researcher used the Chi-square test for independence. Table 9 shows that there was no significant relationship between the precautionary measures and practices in modular distance learning as assessed by teachers. A p-value of.445 and a Chi-square value of 0.584 were obtained. As determined by teachers, there was no significant link between the sis a strong correlation, there is no meaningful link. This study discovered that there was no correlation between the preventive measures and practices in modular remote learning as evaluated by teachers in this new normal. It suggests that when teachers took different precautions, their practices also changed. According to Zalat (2021), it is a step in the right direction towards evolution and transformation to design a strategic plan for its effective implementation.

Table 9. Relationship between the Precautionary Measures and Practices in the Modular Distance Learning as Assessed by Teachers

Correlation	Practices	Remarks
Chi-square Value	0.584	
Phi value	.043	
Precautionary Measures		Not significant
df	1	
p-value	.445	

The modular distance learning during the COVID-19 Pandemic in the academic year 2021–2022. Only age, sex, civil status, educational level, and school classification were considered independent variables. 313 Junior High School Teachers from Iloilo's Fifth Congressional District in the Philippines served as the study's respondents. The required data was gathered using the questionnaire created by the researcher. The frequency count, percentage, ranking, Chi-square test for homogeneity, and Chi-square test for independence were the statistical tools employed in the study. When instructors were categorized by age, sex, civil status, educational attainment, and school type, as well as when they were taken as a whole, the percentage, frequency count, and ranking were utilized to determine the issues and concerns. Differences in terms of profile classification and teachers' cautious measures and practices were described using the chi-square homogeneity test. The association between the precautionary measures and practices was examined using the Chi-square test for independence. The alpha threshold for all inferential statistics was set at 0.05.

3.2 Discussion

According to the study's results, the majority of respondents were young and predominately female. More married respondents than single or widowed individuals were polled. The study's participants were bachelor's degree holders in terms of educational achievement. Also, the majority of them attended tiny schools. Modular distant learning during the COVID-19 epidemic provided equitable, inclusive access to favorable learning environments. Other stakeholders' active participation is the key to its success, and it is also important to construct learning activities with specific qualities and incorporate all three types of presence (social, cognitive, and facilitator). On the other hand, the least stringent of the preventative measures taken during the COVID-19 pandemic was the modular distance learning program, which encourages students to learn in a flexible, discussion-oriented manner and improves their academic performance. Enhance teaching and learning procedures in the present environment and adapt the assessment to the new learning requirements. The research shows that, according to teachers' assessments of the techniques used in the modular distance learning program during the COVID-19 epidemic, parents were encouraged to take on an important role as home facilitators. When compared to customary teaching methods and the utilization of personal facilities for module printing, the teaching-learning method is operational. On the other hand, evaluating students' readiness for online learning was one of the least common activities in the modular distant learning program during the Covid-19 epidemic. Manage the use of modules for emergency remote instruction between students and teachers, and seize the chance for an exceptional learning process powered by exploding technical innovation. On teachers' assessments, there were no appreciable disparities in the preventative measures taken in the modular distance learning program during the Covid-19 epidemic when students were categorized by age, sex, civil status, level of education, and school type. There were substantial disparities in the procedures used in the modular distance learning program during the Covid-19 epidemic when students were categorized by age, sex, civil status, level of education, and school type. According to teachers' assessments, there was no statistically significant correlation between preventative measures and practices in the modular remote learning. The level of significance for the p-value was more than 0.05.

3.3 Conclusion

Teachers were required to ensure that all students had access to conducive learning environments and that they actively participated in the creation of learning activities with specific characteristics. While, on the other hand, having flexible discussion-based learning and an evaluation that suited the new learning needs of the time was the least preventative approach. The practices just served as a means of motivating parents to act as home facilitators. The modules were printed out. To figure out how well students could study online, how to use modules for emergency remote training, and how to have a fantastic learning experience with the power of exploding technology, they didn't do a very good job. Since teachers frequently have the ability to adapt to the learning environment, they took the same safety measures. They found that the precautions they took aided students' academic learning. The result of this was instructions on how to employ modular distance learning in schools with existing programs that could be enhanced. Teachers behaved substantially differently during the Covid-19 Pandemic than they did during the modular distant learning. These variations arose from the fact that more people might be taught through modular distant learning. Teachers did not realize that modular distance learning had different safety measures and practices from other types of distance learning, but they did. The university created a plan on how to make modular distance learning operate as a result of precautions and best practices.

3.4 Recommendations

Although this was a solid indicator of their accomplishment, DepEd Officials, Municipal Schools, and Supervisors should contribute more for inclusive access to appropriate learning circumstances. The adaptive discussion-oriented learning evaluation to the new learning requirements based on the present circumstances must still be their main focus. In order to assess students' readiness for online learning, use of modules for emergency remote instruction, and to have a wonderful learning process with the strength of booming technology innovation, school heads should promote a strong teacher-parent interaction. To ensure that schools continue to progress as they deploy modular distance learning, teachers should maintain the precautions and procedures they previously utilized while interacting with learner

modules. School administrators should be informed that during the Covid-19 Pandemic, teachers drastically altered their methods in the modular remote learning. Future researchers should refer to this study to better understand what cautious measures and practices should be used in the modular distance learning during the COVID-19 Pandemic, as determined by teachers.

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