
| RESEARCH ARTICLE

Implementation of Modular Distance Learning in Public Elementary Schools During the Covid-19 Pandemic

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| ABSTRACT

This research determined the implementation of modular distance learning in public elementary schools during the COVID-19 pandemic. The findings of the study served as the basis for developmental plans. It utilized mixed quantitative and qualitative research methods, using survey questionnaires and interview guides. The gathered data were analyzed using frequency, simple percentage, the mean, standard deviation, weighted mean, Chi-square test of independence, and ANOVA. The study revealed that on the test of a significant relationship, the gender profile of the teacher respondents from the two identified schools has a significant relationship with the perceived level of implementation of modular distance learning. Also, on the test of significant difference, the study revealed that the teachers' perceived level of implementation of modular distance learning from the two identified schools does not have significant differences when grouped by their profiles. The researchers strongly recommend that the developmental plan be implemented and evaluated to improve the implementation of modular distance learning in public elementary schools during the COVID-19 pandemic.

| KEYWORDS

Special education, modular distance learning, mixed methods, developmental plan, Cebu, Philippines

| ARTICLE INFORMATION

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1. Introduction

Special Education (SPED) is the form of instruction and practice that educates students with special needs, disabilities, and exceptionalities. Communication difficulties, physical disabilities, learning disabilities, emotional and behavioral disorders, and developmental disabilities are all considered special needs. There are several types of special education learners - Auditory Impairment (AI), Autism (AU), Deaf-Blindness (DB), Emotional Disturbance (ED), Learning Disability (LD), Intellectual Disability (ID), Speech Impairment (SI), Multiple Impairments (MI), Orthopedic Impairment (OI), Other Health Impairment (OHI), Traumatic Brain Injury (TBI), Visual Impairment (VI), and Noncategorical Early Childhood (NCEC) (Hallahan et al., 2020; Hyman et al., 2020; Krull et al., 2020).

There are 133 SPED Centers across the Philippines. The mainstreaming program is one example of inclusive education in the Philippines. The goal is to include SPED learners in regular classes to leave no one behind and treat all students equally (Cucio & Roldan, 2020; Sumayang et al., 2022). According to Plucker and Peters (2020), the focus of exceptional programs is facilitating access to adequate education. Class is done face-to-face in the classroom from Mondays to Fridays. Like in a regular class, they also have discussions and assessments. A written plan called an Individual Education Program (IEP) is made to accommodate the academic environment for each special education learner. This focuses on structuring the elements that drive the scholarly process - instruction and assessment - so the learner can benefit from the educational environment (Dagen, 2020; Stallings-Small, 2023; Tralli, 2024).

Although there are programs, seminars, and plans to effectively conduct classes for exceptional learners, there are challenges. In December 2019, the novel coronavirus outbreak began in Wuhan, China, dramatically impacting millions globally (Peeri et al., 2020; Sohrabi et al., 2020). Since the start of the pandemic, all cities in various countries have observed total lockdowns to avoid spreading the virus. Many people have already died or lost their jobs, and companies from different industries have already closed (Kaushik & Guleria, 2020). The opening of classes was delayed, and students were not allowed to go to school to learn physically. There was an abrupt transition from face-to-face classes to online or modular distance learning classes (Secuya & Abadiano, 2022; Villar et al., 2022).

Modular distance learning is a new way of learning in which the instructions are in print or digital format or electronic copy and allows learners to use self-learning modules (Dargo & Dimas, 2021; Natividad, 2021). It is an alternative learning modality for the new normal. There are many challenges for students who study online – internet connection problems, distraction and temptation from opening class-unrelated sites, visual distractions like seeing their classmates doing various things, and boredom (Ntelo & Mukuna, 2024). There is a fair share of challenges for distance learning – less eagerness of students to answer their modules, being unmotivated, and a tendency to procrastinate.

Data from the Department of Education (DepEd) showed that out of more than 5 million Filipino children with disabilities nationwide, only 1.4 percent or more than 71,000 non-graded learners were enrolled as of September 2020. Some parents think sending their children to school is challenging due to the pandemic (Daniela et al., 2021; Lase et al., 2022). It is risky, alarming, and dangerous. Face-to-face learning may be ideal, but safety is much more important to consider first.

Modular distance learning is a new feat for teachers and parents (Reyes, 2021; Salazar & Aboloc, 2022). The teacher prepares the module and asks parents to get it from the school. Provided with instructions by the teachers, parents will guide their children on how to go through the modules. After answering, the modules will be returned to the teacher for assessment. Modules are filled with lessons for a week or two. It contains activities to assess what they have learned about the topic. Parents or guardians will help them and serve as facilitators in answering the modules. Teachers are in charge of keeping an eye on their students' progress. They conduct home visits to check on the learners' progress and performance if possible. There may be more challenges that can be enumerated for the new way of learning.

Hence, the researchers would want to explore the factors that challenge this new way of learning to find more strategies and other ways to improve or develop the process. There is no timeframe for when the pandemic will end, so while it is still ongoing, the researchers want to help and find a development plan.

2. Purpose of the Study

This research determined the teachers' perception of implementing modular distance learning for learners with exceptionalities of Lapu-Lapu City Central Elementary School and Mandaue City Central Elementary School as the basis of a developmental plan. Specifically, it sought answers to inquiries about the profile of the respondents, the level of implementation of modular distance learning, the correlation between the profile of the respondents and the level of implementation of modular distance learning, comparative analysis on the level of implementation of modular distance learning, and the challenges encountered by the teachers on the implementation of modular distance learning.

3. Methodology

3.1 Design. This research employed a mixed method utilizing quantitative and qualitative research methods. This method gathered quantitative and qualitative data using survey questionnaires and interview guide forms to ask teachers in Mandaue City Central Elementary School and Lapu-Lapu City Elementary School about their perceptions of implementing modular distance learning.

3.2 Respondents. The study respondents were randomly chosen SPED teachers at Lapu-Lapu City Central Elementary School and Mandaue City Central Elementary School. They taught special education at the elementary level.

3.3 Instruments. For the quantitative method, the researchers used an adapted survey questionnaire from a recent study by Rasmitadila (2020) and modified it to suit its applicability in the pursuit of this study. The main questionnaire of this study is divided into three parts. The first part sought the profile of the respondents, including age, gender, marital status, highest educational attainment, field of specialization, number of years of teaching, and teaching rank. The second part of the questionnaire was on the modular implementation procedures 4-point scale: 4 for Highly Implemented, 3 for Moderately Implemented, 2 for Poorly Implemented, and 1 for Not Implemented. The third part of the questionnaire concerned the students' assessment and learning. The statements evaluate and assess the learning objectives and goals in SPED that are achieved in implementing modular distance learning. For the qualitative method, the researchers submitted informed consent to the respondents and an interview guide for questioning.

3.4 Statistical Treatment of Data. The gathered data were analyzed using frequency, simple percentage, the mean, standard deviation, weighted mean, Chi-square test of independence, and ANOVA.

4. Results and Discussions

4.1 Profile of the Respondents. Table 1 presents the results of the profile of the respondents from Mandaue City Central Elementary School and Lapu-Lapu City Central Elementary School. In this study, the respondents' profiles include age, gender, marital status, highest educational attainment, field of specialization, years of teaching, and teaching rank.

Table 1. Profile of the Respondents
[N = 14]

	Frequency	Percentage
A. Age [in years]		
21 - 30	4	28.57
31 - 40	6	42.86
More than 40	4	28.57
	Mean : 36.50	
	StDev : 9.84	
B. Gender		
Female	13	92.86
Male	1	7.14
C. Marital Status		
Married	4	28.57
Single	10	71.43
D. Educational Attainment		
Masters Level	8	57.14
Masters Graduate	2	14.29
Doctoral Level	4	28.57
E. Field of Specialization		
Special Education	14	100.00
F. Years in Teaching		
1 - 5	6	42.86
6 - 10	4	28.57
More than 10	4	28.57
	Mean: 9.57	
	StDev: 7.49	
G. Teaching Rank		
Teacher 1	4	28.57
Teacher 2	3	21.43
Teacher 3	2	14.29
SPED Teacher 1	1	7.14
SPED Teacher 3	3	21.43
Master Teacher 1	1	7.14

Age. The Table shows that about six respondents, or 42.86 percent, were aged 31 to 40. The study had a mean age of 36.50 and a standard deviation of 9.84. This suggests that MDL sessions for exceptional children were taught by middle-aged teachers during the outbreak. In order to bridge the generational divide between students and educational resources, middle-aged professors frequently strike a compromise between conventional teaching methods and their willingness to include contemporary technology. This adaptability ensures they can navigate MDL's requirements, such as monitoring student progress remotely, effectively communicating with parents, and employing innovative teaching aids (Newman, 2022).

Gender. The Table shows that 13 of the 14 teacher respondents were females (92.86%). The data imply that teaching continues to dominate despite the COVID-19 pandemic. These special education teachers continue teaching through MDL. The

presence of female teachers on the school staff has an impact on the teaching and learning environment in a variety of ways. Teaching has historically been a female-dominated profession in elementary and secondary schools, where women's nurturing and caring abilities are valued highly. This gender mismatch has the potential to influence classroom instruction dynamics, creating a more sympathetic and supportive learning environment. However, it raises issues regarding diversity of ideas, as a lack of gender balance may limit different approaches to leadership, problem-solving, and classroom management.

Civil Status. The Table shows that 10 of the 14 teacher respondents were single (71.43%). The data imply that the teaching profession is dominated by single teachers who possess particular qualities that exceptional learners need. These exceptional learners need the caring hand of teachers who will help nurture their young minds despite the exceptional disability of these learners (Bayat, 2016). A higher number of single teachers in a school has implications for both the professional and personal dynamics within the educational environment. Single teachers may have greater flexibility and availability to dedicate time to their professional responsibilities, such as lesson planning, extracurricular activities, and professional development, as they are less likely to be constrained by family obligations (Pepin & Cotter, 2018).

Educational Attainment. About eight respondents, or 57.14 percent of them, are master's level. The data imply that teachers upgrade their teaching profession by enrolling in graduate school. This, in turn, may help improve their teaching practice. This is the very reason why teachers need to upgrade their teaching profession through continuing education (Darling-Hammond, 2017).

Field of Specialization. Table 1 further shows that all respondents, or 100.00 percent, specialize in Special Education. The data imply that having the right specialization helps teachers strengthen the delivery of instructions through MDL amid the COVID-19 pandemic.

Years in Teaching. The Table shows that about eight respondents, or 57.14, have been teaching for more than six years. Also, the study had a mean age of 9.57 with a standard deviation of 7.49. The data imply that teachers have enough teaching years of experience handling these exceptional learners using Modular Distance Learning amid the COVID-19 pandemic.

Teaching Rank. The Table shows that about four teacher respondents, or 28.57 percent of them, are ranked as Teacher 1. This means that they are new DepEd teachers handling exceptional learners through MDL amid the pandemic. This highlights the potential challenges these novice teachers may face, such as limited experience in crafting and delivering specialized instructional materials for exceptional learners in a remote learning setup (Reader et al., 2020).

4.2 Implementation of the Modular Distance Learning

This section presents the perceived level of implementation of Modular Distance Learning by learners with exceptionalities from Mandaue City Central Elementary School and Lapu-Lapu City Central Elementary School during the COVID-19 pandemic. Table 2 presents the results.

Table 2. Perceived Level of Implementation of the Modular Distance Learning from the Respondents of Both Schools

Indicators	Mean	Interpretation
1. Modules are based on the DepEd BE-LCP Basic Education Learning and Continuity Plan.	3.86	Highly Implemented
2. Modules are based on the IEP provided by the SPED teacher.	2.79	Moderately Implemented
3. The principal approves modules before printing.	3.43	Highly Implemented
4. To make and print modules, gadgets and other materials are accessible at school (e.g., laptops, printers, bond paper, etc.).	3.86	Highly Implemented
5. Printing and sorting of modules is done on the same day.	3.07	Moderately Implemented
6. Parents in school pick up modules.	3.50	Highly Implemented
7. Modules not picked up by parents in school are delivered personally from house to house.	3.71	Highly Implemented
8. Module instructions are made to be understood by the parents and learners.	3.86	Highly Implemented
9. Modules are well-developed and complete.	3.50	Highly Implemented
10. Modules are returned on time.	3.07	Moderately Implemented
11. Modules are monitored and checked appropriately by the SPED teacher.	3.43	Highly Implemented
12. The learning objectives of the modules fit according to DepEd's Curriculum.	3.71	Highly Implemented
13. Learning objectives and goals by learners are evident in the SPED teacher's IEP.	3.00	Moderately Implemented

14.	Modules are developed based on the needs of the learners.	3.71	Highly Implemented
15.	The module's mode of instruction is translated into Cebuano.	3.50	Highly Implemented
16.	Modules are checked on time.	3.21	Moderately Implemented
17.	Modules have pre-tests and post-tests.	3.43	Highly Implemented
18.	Feedback on learners' scores is discussed with parents.	3.43	Highly Implemented
19.	Communication between parents and teachers is accessible.	3.71	Highly Implemented
20.	Parents are oriented on modular distance learning.	3.71	Highly Implemented
21.	Modular activities provide learning information to the learner.	3.71	Highly Implemented
22.	Parents are willing to co-supervise the progress of the learner.	3.43	Highly Implemented
Aggregate Mean		3.48	Highly Implemented

Range:

1.00 - 1.74 Not Implemented [NI]; 1.75 - 2.49 Less Implemented [LI];
 2.50 - 3.24 Moderately Implemented [MI]; 3.25 - 4.00 Highly Implemented [HI]

As presented in Table 2, the indicators, "Modules are based on DepEd BE-LCP Basic Education Learning and Continuity Plan." "In making and printing modules, gadgets and other materials are accessible at school. (e.g., laptops, printers, bond paper, etc.)", Moreover, "Modules' instructions are made to be understood by the parents and learners" got the highest mean of 3.86 (Highly Implemented). The indicator, "Modules are based on the IEP provided by the SPED teacher," got the lowest mean of 2.79 (Moderately Implemented).

The data imply that the MDL gives absolute flexibility to create tailored modules and extends both the resources and the tools available for learners. The COVID-19 epidemic has had a significant and sudden influence on education. These innovations have influenced educational processes in both official and informal learning settings. The schools ceased onsite teaching and moved to distance learning. The sudden lockdown required quick adjustments for all stakeholders, and teaching and learning settings changed substantially. Even after lockdown conditions have been lifted, fundamental changes remain to teaching, learning, work, and home life. Given these challenges for teachers and parents, it is worthwhile to investigate how the pandemic has affected teaching and learning from multiple perspectives.

The learners' independent learning has given the possibility that the health pandemic could disrupt the school year again and that developing learning autonomy entails many advantages already widely acknowledged in the educational system. Schools today must be flexible, enabling learners to make more choices about their lives and learning styles amid the COVID-19 pandemic. During the lockdown, schools quickly implemented modular distance learning through the mandate of DepEd across the country, which quickly solved the issues of reaching learners for independent learning.

The COVID-19 epidemic has caused major changes in education. Part of it is the transition from in-person classes to various learning modes, including online learning. The study by De Villa and Manalo (2020) recommends that teachers formulate appropriate plans and implement adequate strategies to meet the demands of the teaching and learning process in the new normal. They should have a growth mindset towards the situation, embrace changes, and explore possibilities by getting out of their comfort zones. The higher offices and school authorities may work with the teachers to address their challenges as they migrate to the new everyday teaching practices. Necessary resources and relevant training should be provided among teachers to deliver quality education successfully.

According to Aristovnik et al. (2020), schooling is one of the most affected aspects of human life due to the COVID-19 pandemic. Since the rise and threat of the pandemic, many countries worldwide have decided to close schools, which has affected millions of students temporarily. Consequently, primarily, children students have been facing a learning crisis due to the pandemic. In a recent correspondence published in this journal, the authors cited that every country is responsible for developing strategies to reopen schools safely. In the Philippines, the government's DepEd has developed guidelines to implement online and modular distance learning delivery of instruction.

The COVID-19 pandemic has tremendously impacted the economy and education worldwide. The unexpected shift from face-to-face classroom methods to distance learning at home also showed the need to develop the dimensions of teachers. Current conditions also limit students living in rural areas and parents who cannot provide for them. The study by Nuraini et al. (2020) described how distance learning strategies for the COVID-19 pandemic in primary schools. This study employs a literature review or research library. As a result, investigators use the appropriate strategy to illustrate various literary analyses that can be used to solve problems, such as online learning or e-learning, online teaching as a need, issues associated with online teaching and learning, potential solutions to this problem, policy approvals for the Indonesian government, and distance learning primary school strategies.

Garbe et al. (2020) investigated parents' perceptions and attitudes towards distance learning in response to many school closures due to the COVID-19 pandemic. Garbe et al. (2020) evaluated parents' opinions and attitudes toward online learning in light of the COVID-19 pandemic's widespread school closures. The study demonstrates that distant learning, or learning from

home in a research setting, takes the shape of both online and offline learning. In the lack of other options, parents must adopt and support the learning technique used during the COVID-19 pandemic emergency. Although parents do not hold unfavorable attitudes toward remote learning, it has raised the economic, psychological, and social load on parents and their families. The lack of parental involvement and assistance in children's learning at home is primarily due to a lack of time and parents' inability to become teachers for their children. Actions to accompany and support children's learning at home include offering internet packages, assisting youngsters in mastering the content, and participating in the completion of teacher-assigned assignments or assessments. The study's most alarming finding is that children's learning motivation and cognitive abilities are declining. Parents hope that remote learning will not be extended for the remainder of the 2021 academic year, allowing their children to complete their studies at educational institutions.

4.3 Correlational Analysis

The study hypothesized that the respondents' profiles significantly correlated with the perceived level of implementation of Modular Distance Learning for learners with exceptionalities. Table 3 shows the results.

Table 3. Relationship Between the Overall Profile of the Respondents and the Perceived Level of Implementation of the Modular Distance Learning (alpha = 0.05)

Variables	Chi-Square	df	Critical Value	Significance	Result
Perceived Level of Implementation of the Modular Distance Learning and					
Age	0.141	2	5.991	Not Significant	Ho Accepted
Gender	3.949	1	3.841	Significant	Ho Rejected
Marital Status	1.527	1	3.841	Not Significant	Ho Accepted
Educational Attainment	0.636	2	5.991	Not Significant	Ho Accepted
Years in Teaching	1.626	2	5.991	Not Significant	Ho Accepted
Teaching Rank	5.586	5	11.070	Not Significant	Ho Accepted

The study revealed that the gender profile of the teacher respondents from the two identified schools significantly correlated with the perceived level of implementation of modular distance learning. The computed Chi-square values of 3.949 are significantly higher than the critical value of 3.841 at a df of 1.

The data imply that the genders of the teachers from the two identified Central Schools correlate with the perceived level of implementation of modular distance learning.

The study of Alea et al. (2020) revealed that teachers' gender had a significant relationship with the implementation of modular distance learning during the COVID-19 pandemic. The teaching community must be mentally prepared to adapt to new and innovative ways of imparting knowledge to learners during the pandemic.

4.4 Comparative Analysis

The study hypothesized a significant difference in the respondents' perceived level of implementation of Modular Distance Learning when grouped by its overall profile. Table 4 shows the results.

Table 4. Significant Difference in the Perceived Level of Implementation of the Modular Distance Learning (alpha = 0.05)

Grouped By	F-Value	P-Value	Significance	Result
Age	3.92	0.101	Not Significant	Ho Accepted
Gender	2.83	0.119	Not Significant	Ho Accepted

Marital Status	0.27	0.612	Not Significant	Ho Accepted
Educational Attainment	1.79	0.213	Not Significant	Ho Accepted
Years in Teaching	0.41	0.878	Not Significant	Ho Accepted
Teaching Rank	0.93	0.509	Not Significant	Ho Accepted

As shown in Table 4, the study reveals that the perceived level of implementation of the MDL of the teachers from the two identified schools, when grouped by their profiles, does not significantly differ. The computed p-values were significantly higher than 0.05.

The data imply that the perceived level of implementation of MDL does not differ. Despite the postponement of classes through face-to-face, DepEd maintains that the education of millions of Filipino students should not wait. To ensure that learning remains unhampered, DepEd is implementing a distance learning approach – a learning delivery mode where teachers and geographically remote students interact during instruction. This means lessons will be delivered outside the traditional face-to-face set-up.

Self-learning materials imply that students can lay out their learning objectives, decide on content and progress, pick abilities and strategies, screen the whole cycle, and act appraisal. During the COVID-19 pandemic, understudies' self-controlled learning turned into the fundamental learning strategy, yet regardless of whether this learning technique is powerful, the remaining parts need to be tried. The investigation Yan (2020) suggests that educators should pick self-directed learning materials and strategies reasonable for understudies as indicated by their scholarly conditions.

4.5 Challenges Encountered by the Teachers on the implementation of Modular Distance Learning

This portion presents data about implementing modular distance learning in public elementary schools during the COVID-19 pandemic. Furthermore, Figure 1 presents the common themes developed from the research participants' narratives regarding implementing modular distance learning in public elementary schools in Mandaue City during the COVID-19 pandemic.

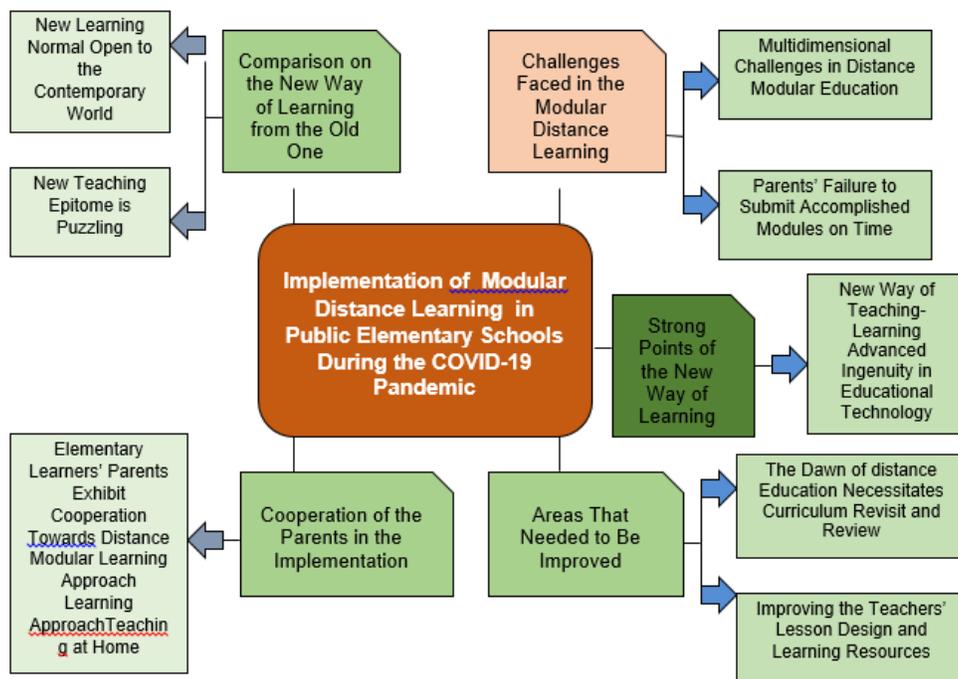


Figure 1

Implementation of Modular Distance Learning in Public Elementary Schools in Mandaue City During the COVID-19 Pandemic

The first question the research participants were asked was how they compared the new learning method with the old one.

1. *New Learning Normal Open to the Contemporary World.*

The newly adopted distance modular educational approach led the teachers, pupils, and parents to a non-conventional teaching-learning method using modern educational technology, virtual classrooms, and self-learning modules. This educational set-up was the best way to continue education where there was no physical contact between the parents and pupils, while parents played the role of home tutors.

2. *The New Teaching-Learning Epitome is Puzzling.*

The current method of teaching and learning caused difficulty among teachers, learners, and parents since they have to adopt the requirements needed to carry out the educational process amid the COVID-19 pandemic. They have to relearn what they learn from different perspectives with the integration of information technology.

The second question was about the challenges faced in implementing modular distance learning.

1. *Multidimensional Challenges in Distance Modular Education.*

Myriad aspects of adopting the distance modular educational approach need to be studied since they hamper the smooth flow of the educational process. Since the adoption was rapid and sudden, some aspects were not adequately considered by the educational authorities in public elementary schools.

The third question was about the strong points of the new way of learning.

1. *New Way of Teaching-Learning Advanced Ingenuity in Educational Technology.*

Teachers must apply their skills and abilities to design lessons using self-learning modules to catch the learners' attention and within their competencies. They should also be technologically savvy since the meetings, seminars, training, and reporting are virtual.

The fourth question was about the areas that are needed to be improved.

1. *The Dawn of Distance Education Necessitates Curriculum Revisit and Revision.* The change in the educational landscape due to the onslaught of the COVID-19 pandemic necessitates revisiting, reviewing, and modifying the curricular program in elementary schools to suit the requirements and the current educational trends. The curricular change should respond to self-learning modules where instructional delivery differs from face-to-face classes.

2. *Improving the Teacher's Lesson Design and Learning Resources.*

One of the challenges teachers face is changing and improving the lesson design to ensure that the learners grasp the topic while using the modules. Also, the Department of Education needs to address the lack of sufficient educational resources. Hence, a system is required where teachers and students can access online books, journals, and other learning materials.

The fifth question was about how cooperative the parents are in their implementation.

1. *Elementary Learners' Parents Exhibit Cooperation Towards the Distance Modular Learning Approach.*

Despite the various challenges faced by the parents of the elementary pupils of Mandaue City in providing for their families amid the economic downturn, they still exert effort and manifested commitment to become partners in their children's learning journey. This concrete partnership between the teachers and the parents made it possible to hurdle those multiple problems.

5. Findings

Based on the gathered data, the following were the study's findings.

On the profile of the respondents, the study revealed that the majority of the respondents aged 31-40 years old, dominated by females, single, with special education as their field of specialization, had taught for 1-5 years and attained the teaching rank of Teacher 1.

Results also showed that the level of implementation of modular distance learning was high. Moreover, the correlational analysis revealed that only gender has a significant relationship to the level of implementation of the MDL. At the same time, the other variables, such as age, marital status, educational technology, years of teaching, and rank, showed no significant relationship. When grouped by their profile, it was found that there was no significant difference in the level of implementation of MDL.

The primary challenges that the teachers encountered in implementing modular distance learning were summarized as multidimensional challenges in Modular Distance Education.

6. Conclusion and Recommendation

Based on the findings, the study finds that MDL implementation was very effective among teachers of all demographics and professional profiles, with the exception of gender, which showed a strong association with the level of implementation. Female teachers, who made up the majority of responders, may possess characteristics or methods that positively influence MDL implementation. Furthermore, age, marital status, specialization, years of teaching experience, and rank do not have a significant

impact on MDL implementation success. As a result, the researchers recommend adopting the development plan to enhance MDL implementation by concentrating on areas that influence its effectiveness.

7. Limitations and Scope for Further Research

This research mainly determined MDL's efficacy from the perspective of teachers. Nonetheless, parental engagement, student flexibility, and administrative assistance are vital in assessing MDL's comprehensive effect.

8. Acknowledgment

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