

# Modular Distance Learning: Its Effect in the Learning Performance of Junior High School Learners of Vicente L. Basit Memorial High School

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## ABSTRACT

This research examined the impact of (MDL) modular distance learning on Junior High School learners at Vicente L. Basit Memorial High School. It utilized the descriptive correlational method of research which involves the collection and analysis of the respondents' demographic profile and it sought the significant relationship between the demographic profile of the respondents and the learning performance of the students as well as the significant difference along social interaction, access to resources, assessment and feedback, and learning interest and motivation. Learning interventions were proposed to improve the learning performance of the Junior High School learners in Vicente L. Basit Memorial High School. The data were obtained from 240 student-respondents.

The findings revealed that, the profile of the respondents vary such that there are more females who are pursuing their studies rather males, with most families' earnings ranges from Php 5,000-15,000, each family averagely comprised of five to six members. Along the four indicators, the students believe that the negative feelings linked with social interaction negatively influence them, students encountered several problems in using the limited educational resources, they have less opportunity to explain ideas or ask questions which affects how well they understand the lesson and perform on examinations. The students have hard time managing their time and staying motivated because of several issues, and the learners ignored the importance of improving school performance because of the challenges which make them not to give priority to their studies. Lastly, the profile of the respondents has no significant relationship on the effect of modular distance learning during the new normal learning modality, except for the grade level.

The said summary of findings resulted to a list of recommendations that will improve the learning performance of the respondents in the present mode of classes.

**Keywords:** Modular Distance Learning, learning performance, social interaction, access to resources, assessment and feedback, learning interest and motivation

## INTRODUCTION

Due of the Covid-19 outbreak, all elementary and secondary schools in the Philippines, particularly those in distant communities, employed (MDL) Modular Distance Learning to ensure educational continuity. According to a poll conducted by schools during the pandemic in the school year 2020-2021, the modular distance learning modality is the preferred style of learning by the majority of parents. Teachers and students both recognized many concerns impacting students learning performance. The identified flaws in learners' performance were quite concerning, not only because of their low level, but also in terms of learning behavior, particularly in their learning performance. The Department of Education has established the Basic Education Response Plan (BE-LCP) Basic Education- Learning Continuity Plan to respond to the challenges brought by the pandemic. In order to establish the BE-LCP and make educated judgments, The Department examined basic education statistics as well as the epidemiological picture for the upcoming school year in order to construct the BE-LCP and make informed decisions. The DepEd has planned the beginning of SY 2020-2021 on August 24, 2020, giving adequate time to make the necessary preparations for the extraordinarily tough school year. DepEd, (2020).

The study contributes to the achievement of SDG number 4, which calls for inclusive and equitable quality education and the promotion of lifelong learning for everyone. It intends to improve the learning performance of learners in the face-to-face mode by implementing ideas that may emerge from this research. It will also assist students understand more about the various learning modes, as well as their objectives and purposes. The collected data may be used to guide teachers' teaching strategies and methodologies in order to improve the application of learning modalities. This study also aims to encourage parents and guardians to collaborate in the successful execution of the school's various educational initiatives. It also intends to serve as a guide for department officials and school administrators in school program planning and learning intervention design in order to improve further its implementation and ensure the attainment of excellent education.

According to Department of Education (DepEd), (2020), "Modular Distance Learning: Here's what you need to know", Individualized instruction offered by modular distance learning enables students to employ self-learning modules (SLMs) in print or digital format/electronic copy, depending on their needs. Also, learners enrolled in modular distance learning get access to learner's materials, books, worksheets, study aids, and other study tools. Teachers typically have to provide relevant teaching resources. For the past two years in the implementation of Modular Distance Learning Modality, many problems were confronted by the different local education institution particularly the Vicente L. Basit Memorial High School in terms of learning performance of the junior high school learners. In the implementation of the different teaching modalities, after two years under the K to 12 programs in 2022, it is necessary to determine the effects of Modular Distance Learning Modality to the learners, which is generally used by the public and private schools specifically the Vicente L. Basit Memorial High School.

## **METHODOLOGY**

### **Method of Research**

The descriptive correlational research method was used in this study. Descriptive study entails the collection and analysis of respondent profiles in order to establish the factors influencing the degree of learning performance of junior high school students at Vicente L. Basit Memorial High School. Descriptive method was used to collect the data on the effect of modular distance learning modality to the Junior High School students, by utilizing the following indicators: one, social Interaction, two, access to resources, three, assessment and feedback, and four, Learning Interest and Motivation. Correlation method is use to find out if there is a relationship between the respondent's profile and the effect of modular distance learning to the junior high school students.

### **Description of Respondents**

The study was carried out at Vicente L. Basit Memorial High School, which is located in barangay Awitan, municipality of Daet, Camarines Norte. The study includes fifteen students from each of the sixteen Junior High School divisions. The researcher's adviser and two members of the thesis advising committee who functioned as technical support providers validated the questionnaire.

### **Data Gathering Procedure**

The researcher used survey questions to find the effects of Modular Distance Learning as perceive by learners employing the Likert scale for the indicators. As for the data collection, the researcher gathered all the answers of the respondents and broke the data into small segments that reflected a single and specific answer. After the arrangement and finalization of the data, the researcher analyzed the descriptive and correlated data and determined the effects of MDL revealed in the respondents' answers through the survey questions. Lastly, the researcher generalized the meaning of the data and grouped it into themes to determine the positive and the negative effects of Modular Distance Learning to the present learning performance of learners, and the interventions to be used.

### **Statistical Treatment of Data**

The researcher utilized Slovin's formula to calculate the sample size of fifteen students per sections. Stratified

random sampling technique was used in choosing the student respondents. The SSR and other statistical treatment application was utilized. The objectives of this study were attained through the application of appropriate statistical tools. The data were processed using different statistical tools such as frequency and percentage techniques which were used for profiling. The weighted Mean Formula was used to determine the effects of Modular Distance Learning to the Learning Performance of the junior high school students. The Somers' Delta Correlation Coefficient was used to test the significant relationship between the profile of the learners and the effect of modular distance learning in terms of social interaction, available resources, assessment and feedback, and learning interest and motivation.

## RESULTS AND DISCUSSIONS

### Profile of the Student-Respondents

Sex. As shown in Table one, more than half of 240, which is 135 or 56 percent student-respondents are female while 105 with 43.8 percent males against the 240 total respondents.

Table 1 Sex Profile of the Student

Sex	Frequency	Percentage (%)
Male	105	43.8
Female	135	56.3
Total	240	100

This data supports the concept that the majority of the student population in junior high school student in Vicente L. Basit Memorial High School are females. It implied that the female students are more dominant in participating curricular and school extra-curricular activities than male students. More female student-respondents indicated that they were more interested in their learning growth following the Modular Distance Learning (Grasgreen, 2023).

Grade Level. Table two presents the grade level profile of the 240 student-respondents. The data shows that in terms of grade level, the student-respondents are equally selected with 60 students for every grade level, with a total of 200 student-respondents from grade seven to grade ten. The data also shows the 25 percent of student-respondents for every grade level is equal.

Table 2 Grade Level Profile of the Respondents

Grade Level	Frequency	Percentage (%)
Seven	60	25.00
Eight	60	25.00
Nine	60	25.00
Ten	60	25.00
Total	240	100

With this result, it denotes that the student-respondents represent the entire population of junior high school students at Vicente L. Basit Memorial High School, all grade levels from Grade 7 to Grade 10, and they were already of the age that corresponds to their grade level that were suited to understand and analyze the effects of Modular Distance Learning implementation on their Learning Performance. As their grade level increased, so did their knowledge of learning, and they were able to reflect on these learning experiences. (Institute of Medicine and National Research Council, 2015)

**Family Income.** Table three presents the family income of the studied population as pertains to the monthly income of the whole family. It ranges from below 5,000, 5001-10,000, 10,001-15,000, 15,001-20,000, 20,001-25,000, 25,001-30,000 and 31,000 pesos and above. It was revealed from the data that 240 respondents with an equivalent of 20.4 percent of 240 total student-respondents belong to the families earning 5001-10,000 pesos per month, same number of respondents belong to families earning 10,001-15,000 pesos every month. The lowest number of respondents with 13 that is equivalent to 5.4 percent who belong to the families with 25,001-30,000 monthly incomes.

Table 3 Family Income Profile of the Respondents

Income (Php)	Frequency	Percentage (%)
Below 5,000	29	12.1
5,001-10,000	49	20.4
10,001-15,000	49	20.4
15,001-20,000	38	15.8
20,001-25,000	25	10.4
25,001-30,000	13	5.4
Above 30,000	37	15.4
Total	240	100

It can be deduced from the data that 49 out of two 240 of the student-respondents are living with the family with 5,001-10,000; and same number of 49 student-respondents living with family earning 10,001-15,000 pesos per month. The result imply that 40.8 percent student-respondents are experiencing insufficient financial support for their studies, and that family whom they are living with are financially challenged.

**Number of Family Members.** The profile of the respondents as to the number of family members is presented in Table 4 and it was disclosed that the highest number of one hundred ten, equivalent to 45.8 percent of the student-respondents is living in a family with five to six members. While the lowest number showed seven, with 2.9 percent are the respondents with ten and above members of their family.

Table 4 Profile of the Respondents as to Numbers of Family Members

Number of Family Members	Frequency	Percentage (%)
3-4	52	21.7
5-6	110	45.8
7-8	54	22.5
9-10	17	7.1
above 10	7	2.9
Total	240	100

The data imply that most of the respondents are living in a family with five to six members. Most of the student-respondents' family are composed of parents and three to four children. According to the Philstar Global Survey (2022), using a multi-scale map, the average size of a Filipino family to be able to sustain its needs must be four persons including the parents, thus, a family with three or more children may be considered a big family.

### Effect of Modular Distance Learning (MDL) Modality to Learning Performance of Junior High School Learners

**Social Interaction.** Shows in Table 5 are the effects of of Modular Distance Learning (MDL) Modality to

Learners along Social Interaction. The indicator number two stated that the student feels nervous and unhappy due to lack of social interaction during Modular Distance Learning (MDL) Modality, mark the highest weighted mean equivalent to 4.14, with the interpretation of A or agree. While the indicator number five states the student have trouble staying motivated in face-to-face classes because there is not much support from their friends and teachers, marked as the lowest weighted mean equivalent to 3.60, and interpret as A or agree.

Table 5 Effect of Modular Distance Learning Modality to the Learners along Social Interaction

Indicators	Weighted Mean	Interpretation
1. I feel alone and far from my classmates and teachers, which has left me lacking in confidence when participating in face-to-face activities	4.09	A
2. I feel nervous and unhappy due to lack of social interaction during Modular Distance Learning (MDL) Modality	4.14	A
3. I feel uncomfortable in joining school activities like, reciting in front of the class, doing board works and sharing my ideas because of negative experience I have carried from MDL	3.98	A
4. I find it difficult to complete group activities/ exercises because I struggle to work in groups during Modular Distance Learning (MDL)	3.95	A
5. I have trouble staying motivated in face-to-face classes because there is not much support from my friends and teachers	3.60	A
Over-All Weighted Mean	3.95	A

Legend:

- 4.21-5.00 Strongly Agree (SA)
- 3.41-4.20 Agree (A)
- 2.61-3.40 Neutral (N)
- 1.81-2.60 Disagree (D)
- 1.00-1.80 Strongly Disagree (SD)

The result shows that the respondents unanimously agree that all of these indicators are make them feel dissatisfied in terms of self-confidence, participation and collaboration in class activities, and motivating themselves to join class works as effects of their exposure to the MDL mode. It also revealed that the experiences and feelings that students have during the pandemic has a long-term effect towards their attitude in learning. It can be deduced from the result that the ability of learners to interact socially has been dampened at the height of the pandemic and the use of MDL. Agaton and Cueto (2021) found out that there are variety of difficulties with distance learning, including the unsatisfactory learning outcomes, personal issues with their child's health, stress, and learning style.

Access to Resources. The table reveals that indicator says that the learners use several ways to keep up with their school work because of lack of academic resources like reference book and video lesson, has been the main concern as it yielded a weighted mean of 4.33 interpreted as strongly agree among the other indicators.

Table 6 Effect of Modular Distance Learning (MDL) Modality to Learners along Access to Resources

Indicators	Weighted Mean	Interpretation
1. I lost access to libraries and other learning tools that help my academic works	4.29	SA

2. I use several ways to keep up with my school work because of lack of academic resources like reference book and video lesson	4.33	SA
3. I find it difficult to respond to the activities and other requirements effectively because of lack of reference	4.05	A
4. I have trouble using the different websites and programs online like, e-library, google search and e-books because of my poor internet connection	4.23	SA
5. I only depend on the limited school resources like, teaching and non-teaching personnel, technology, textbooks and other facilities which directly affect the quality of teaching that I receive	4.25	SA
Over-All Weighted Mean	4.23	SA

Legend:

- 4.21-5.00 Strongly Agree (SA)
- 3.41-4.20 Agree (A)
- 2.61-3.40 Neutral (N)
- 1.81-2.60 Disagree (D)
- 1.00-1.80 Strongly Disagree (SD)

The over-all weighted mean was 4.23 which specifically revealed that in terms of access to resources as a result of the experiences in the use of MDL, the students agree that they are struggling both in adjustment and the use of these resources until this present learning modality. As Nacar and Camara, (2021) mentioned, teachers and the students along with their immediate families had a hard time in transporting, distributing, retrieving the modules and assessing the students' performance during the pandemic. The findings further imply that strategies and techniques of the teachers, using academic resources has adverse effect on the student's performance.

Assessment and Feedback. Table 7 shows the result as indicator five, stated that the learners have less opportunity to explain ideas or ask questions which affects how well they understand the subject/ lesson and perform on tests/ examinations, mark the highest weighted mean equivalent to 4.14 and interpret as A or agree. While the number three indicator gained 3.83 weighted mean mark as the lowest which stated that the students failed to identify their areas for improvement because of poor assessment and teacher's feedback.

Table 7Effect of Modular Distance Learning (MDL) Modality to Learners Performance along Assessment and Feedback

Indicators	Weighted Mean	Interpretation
1. I was not able to develop my knowledge and skills as expected because of my teacher's delayed comments and suggestions on my performance	3.92	A
2. I lack the proper tests and examinations which prevents me from monitoring my school performance	4.00	A
3. I failed to identify my areas for improvement because of poor assessment and teacher's feedback	3.83	A
4. I used to evaluate and correct my school works on my own way, which led to poorly understanding the topic of the lesson	4.09	A

5. I have less opportunity to explain ideas or ask questions which affects how well I understand the subject/ lesson and perform on tests/ examinations	4.14	A
Over-All Weighted Mean	4.00	A

Legend:

- 4.21-5.00 Strongly Agree (SA)
- 3.41-4.20 Agree (A)
- 2.61-3.40 Neutral (N)
- 1.81-2.60 Disagree (D)
- 1.00-1.80 Strongly Disagree (SD)

Along this factor, the respondents find it that the learners are having less opportunity to explain ideas or ask questions which affects how well they understand the subject/lesson and perform on tests and examinations, as something that held back their opportunity to perform better as compared to face to face modality. In the same manner, the indicator stated that the student used to evaluate and correct their school works on their own way, which led to poorly understanding the topic of the lesson. The last indicator says that the learners failed to identify their areas for improvement because of poor assessment and teachers' feedback. This result further implies that there is not enough measure in the process of assessing and feed backing the learning performance of the students.

Learning Interest and Motivation. In Table 8, the effect of modular distance learning (MDL) modality to learners along learning interest and motivation was shown. The fourth indicator which says that the student experiencing hard time managing their time and staying motivated because of destructive surroundings, no organized classroom setting, and no library services, gained a weighted mean of 4.25, interpreted as strongly agree, mark as the highest among five indicators. While the fifth indicator with a weighted mean of 3.63, interpreted as agree, states that students ignore the importance of improving their school performance because of the challenges which make them not to give priority to their studies, mark the lowest.

Table 8 Effect of Modular Distance Learning (MDL) Modality to Learners along Learning Interest and Motivation

Indicators	Weighted Mean	Interpretation
1. I lose my good intentions to develop my self-learning, which makes me ignore my study	3.68	A
2. I have trouble staying focused in in-person classes because of the influence of Modular Distance Learning (MDL)	3.85	A
3. I lose interest and motivation in the in-person classes because of the negative learning experience I carry over from modular distance learning (MDL)	3.85	A
4. I have hard time managing my time and staying motivated because of destructive surroundings, no organized classroom setting, and no library services	4.25	SA
5. I ignore the importance of improving my school performance because of the challenges, which make me not give priority to my studies.	3.63	A
Over-all Weighted Mean	3.85	A

### Legend:

4.21-5.00	Strongly Agree (SA)
3.41-4.20	Agree (A)
2.61-3.40	Neutral (N)
1.81-2.60	Disagree (D)
1.00-1.80	Strongly Disagree (SD)

Along with this indicator, learning interest and motivation, it can be deduced that the learners are having a hard time managing their time and staying motivated because of destructive surroundings, no organized classroom setting, and no library services. This is so far the concern or effect of MDL to students who are now in the present mode of classes. The students also ignore the importance of improving their school performance because of the challenges which make them not to give priority to their studies. It also spells the same loss of interest. According to Moscoviz and Evans, (2022), learning loss across all nations is quite evident, with disadvantaged students performing worse.

### Significant Relationship between the Profile of the Learners and the Effect of Modular Distance Learning to the Learners

The test for significant relationship between the profile of the respondents along sex, grade level, family income and number of family members and the effect of modular distance learning in terms of social interaction, available resources, assessment and feedback, and learning interest and motivation were tested using the Somers' Delta Correlation Coefficient (d) and Contingency Coefficient (C). The Contingency Coefficient was used to test if there is a significant relationship between the sex profile and the effect of modular distance learning to the students along the variables considered. It can be observed in Table 9 that the sex profile has significant relationship along available resources ( $C=.220$ ,  $p\text{-value}=.007$ ) at 0.05 significant level, while the rest of the variables considered have no significant relationship along sex profile.

Table 9 Test for Significant Relationship between the Profile of the Learners and the Effect of Modular Distance Learning Modality in the Learners

Profile	Social Interaction		Available Resources		Assessment and Feedback		Learning Interest and Motivation	
	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value
Sex	.134	.220	.220*	.007	.111	.562	.138	.321
Grade Level	-.094*	.043	-.123*	.026	-.167*	.001	.473*	.000
Family Income	-.028	.474	-.014	.769	-.115	.016	-.122	.059
Number of Family Members	-.011	.838	-.042	.444	-.071	.187	-.028	.595

\*Significant at 0.05 level

The result suggests that the grade level of students may be a predictor of the effectiveness of modular distance learning to the learning performance of the students. This means that there may be differences on how effective modular distance learning is for students at different grade levels. Moreover, the family income and the number of family members have no significant relationship on the effect of modular distance learning to the students along the four indicators. Such profiles are not considered predictors of the other variables considered. Generally, the profile of the respondents has no significant relationship on the effect of modular distance learning to the students, except for the grade level.



## Proposed Interventions to improve the Learning Performance of the Junior High School Learners in Vicente Basit Memorial High School

Based on the results of the study the following serves as the proposed intervention to improve the learning performance of the Junior High School Learners in Vicente L. Basit Memorial High School. Table 10 below shows the following interventions which can be implemented to the learners in the specific period of implementation. All interventions listed on the table below targeted the learners' needs according to the result of test on the effect of Modular Distance Learning (MDL) Modality to Learning Performance of the Junior High School Students.

Table 10 Proposed Interventions to Improve Students' Learning Performance

Intervention	Activities	Person Concern	Period of Implementation	Target Beneficiaries
1. Project Balik-Loob (Debriefing and Socialization Enhancement)	<ul style="list-style-type: none"> <li>Conduct of debriefing and socialization and team-building activities which will help in improving the re-introduction of the students in the face-to-face classes. These activities will be assisted by the class advisers and the school's Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Researcher</li> <li>Guidance Counselor</li> <li>Class Advisers</li> <li>School Head</li> </ul>	November-December of the next school year	Students from Grade 7-10 experiencing anxiety, nervousness and unhappiness due to lack of socialization, Researcher, Guidance Counselor, Class Advisers and School Head
2. Learning Resource Centers (LRC) Re-establishment	<ul style="list-style-type: none"> <li>Conduct Planning conference, with concerned stakeholders for possible inclusion in the school's AIP and SIP to be realistic</li> <li>Aside from the School Library, Learning Resource Centers may be created by grade level to make the resources near and directly available to the students</li> </ul>	<ul style="list-style-type: none"> <li>School Head</li> <li>District Supervisor</li> <li>Superintendent</li> <li>SPTA President</li> <li>SSG President</li> </ul>	1 <sup>st</sup> Quarter of the next School Year Sept.-November	All Students and Teachers of Vicente L. Basit Memorial High School, including parents and alumnus School Head and the whole community
3.Reactivate Library Services with reliable internet system, OPLAN LIBRO at IBA PA (Re-orientation on Library Services and Rules and Regulations on the borrowing of books and other learning materials)	<ul style="list-style-type: none"> <li>Library Re-orientation which will be requested by the proponent, approved by the school head and scheduled and facilitated by the School Librarian</li> </ul>	<ul style="list-style-type: none"> <li>School Librarian</li> <li>School Head</li> <li>Class Advisers</li> </ul>	1 <sup>st</sup> Quarter of the next School Year Sept.-November	All Students and Teachers of Vicente L. Basit Memorial High School, including School Head and the whole school community

4. Introduction of Open Educational Resources (OERs)	<ul style="list-style-type: none"> <li>The ICT teacher will be presenting to the students the OERs which are available for free on the internet</li> </ul>	<ul style="list-style-type: none"> <li>ICT teacher</li> <li>Class Advisers</li> <li>School Head</li> </ul>	2 <sup>nd</sup> Quarter of the school Year, December to February	All Students and Teachers of Vicente L. Basit Memorial High School, including School Head and the whole school community
5. Believe in Yourself (A symposium on rebuilding one's self-esteem and self-confidence)	<ul style="list-style-type: none"> <li>Conduct a symposium which will help students find practical ways to rebuild their self-esteem and self-confidence where students can open up their thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Counselor</li> <li>Resource Speaker</li> <li>Advisers</li> <li>School Head</li> </ul>	Month of April every year	Students from Grade 7-10 experiencing anxiety, low self-esteem and others due to lack of socialization, Researcher, Guidance Counselor, Class Advisers and School Head
6. A Look at Life for Real	<ul style="list-style-type: none"> <li>This will be a series of viewing of video clips on small successes in life, particularly by students done during vacant time, MAPEH, or ESP classes as agreed upon by the teachers and approved by the school head. The series will enable to make the students realize that life is journey that differs from one person to another and life is what each of them makes</li> </ul>	<ul style="list-style-type: none"> <li>ESP Teachers</li> <li>MAPEH Teachers</li> <li>Class Advisers</li> <li>School Head</li> </ul>	Whole School Year round	All Students and Teachers of Vicente L. Basit Memorial High School, including School Head and the whole school community
7. DepEd Intervention Programs (Home visitation, Writing of Reflections, Peer dialogs, gamification of class activities)	<ul style="list-style-type: none"> <li>Any of these programs may be used depending upon the circumstances faced by the particular Student</li> </ul>	<ul style="list-style-type: none"> <li>Class Adviser</li> <li>Concerned Subject Teachers</li> <li>School Head</li> </ul>	2 <sup>nd</sup> to 4 <sup>th</sup> Quarter of the School Year	Students from Grade 7-10 who are academically challenged, experiencing anxiety, low self-esteem and others due to lack of socialization, Researcher, Guidance Counselor, Class Advisers and School Head

These suggested interventions were simple yet target the totality of the learners as these activities address the cognitive, affective, and physical skills of the learners. The teachers will only facilitate said activities. Any of these programs may be used depending upon the circumstances faced by the particular student. In summary, these interventions are all geared towards the welfare of the learners as they are still in the gradual re-introduction to the face-to-face classes which is the present modality of learning.

## CONCLUSIONS

After a thorough analysis of the findings, the researcher drawn the following conclusions:

1. The respondents come from the Junior High School of Vicente L. Basit Memorial High School with more

females than male respondents whose family income ranges from Php 5,000-15,000.00 per month with an average family member of 5-6.

2. There are varied effects of MDL to learning performance of the students wherein the following are deemed appropriate: social interaction among the students need suitable interventions to improve their socialization skills, enhancement on the educational resources and its utilization must be initiate, prompt feedback and assessment on the accomplishments and drawbacks of the learners must be given to students for affirmation and further refinement, and loss of interest and motivation became evident due to the many activities embedded in the modules as well as the late feedback towards these activities.
3. Generally, the profile of the respondents has no significant relationship on the effect of modular distance learning during the present learning modality, except for the grade level. There may be differences on how effective modular distance learning is for students at different grade levels.
4. The possible interventions that may be proposed, based on the findings are the existing interventions being adapted by the Department of Education. Some may be retained while others may also be added, as already proposed in this research.

## RECOMMENDATIONS

Based on the summary of findings and the foregoing conclusions, the following are recommended:

1. The school officials and school governing council may consider the conduct of a Planning Meeting Among Year Level Chairpersons, with the School Head and the Guidance Counselor, where they will agree on a sequence of activities to address the negative responses of the students as regard their experiences during the pandemic and the effects of such experiences in their day-to-day in-person sessions.
2. The school may consider conducting activities including psychological debriefing, emotional and mental health enhancement which may be done in series, re orientation on efficient use library and other limited resources were implemented and spearheaded by the school head in cooperation with the guidance counselor, librarian and class advisers, to address the needs of the students on low level socialization skills, lacking other educational resources and decline learning interest and motivation.
3. The application of appropriate differentiated learning approach for every grade level integrated in the class may be implemented by the school head in cooperation of the teachers, as well as prompt passing of anecdotal reports in events that any student displays unlikely behavior to document the monitoring of such instances and keep track of the evaluation of these occurrences to assist students in their struggles.
4. The school may create an institutional program for the activities listed in the proposed intervention spearheaded by the School Head, Guidance Office and in collaboration with class advisers, year level chairpersons, the School Parents Teachers Association (SPTA), the School Governing Council, Child Protection Committee, to ensure the proper implementation and realization of the interventions.

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## CURRICULUM VITAE

### MARLON M. MAGANA

#09305148042

[marlonmagana2003@gmail.com](mailto:marlonmagana2003@gmail.com)

Blk 8, lot 23, Phase 1, Holiday Homes, Lag-on,

Daet, Camarines Norte



Birthday : October 17, 1974

Citizenship : Filipino

Civil Status : Married

Spouse: Rowena V. Fumera-Magana

Children : Benjomar F. Magana

### EDUCATIONAL BACKGROUND

Elementary : Tulay na Lupa Elementary School 1981-1986

Secondary : Tulay na Lupa National High School 1987-1990

Vocational : Manpower Skills Dev't Center

Automotive Deisel Mechanic 4/1991-11/1991

College : La Consolacion College of Daet

AB Social Science 1993-1997

Graduate School: Camarines Norte State College

Master In Management

Major in Educational Planning and

Management 2022

### ELIGIBILITIES

Professional Regulation Commision

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**Licensure Examination For Teachers**

75.6%

08/1-2/1998

PRC, Region V, Legazpi City

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**WORKING EXPERIENCES****La Consolacion College-Daet**

- |   |  |           |
|---|--|-----------|
| ➤ | Community Organizer Outreach Personnel | 1998-1999 |
| ➤ | Instructional Media Personnel          | 1999-2000 |
| ➤ | Secondary Teacher                      | 2001-2007 |

**Bureau Of Internal Revenue**

- |   |                               |           |
|---|-------------------------------|-----------|
| ➤ | Data Encoder / Computer Works | 2007-2009 |
|---|-------------------------------|-----------|

**Basud National High School**

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|---|-------------------|-----------|
| ➤ | Volunteer Teacher | 2009-2011 |
|---|-------------------|-----------|

**Department Of Education (VLBMHS)**

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|---|-------------|--------------|
| ➤ | Teacher I   | 2012-2022    |
| ➤ | Teacher III | 2023-present |

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**TRAININGS/SEMINARS ATTENDED****National Training for Tennis Officiating Officials**

Sorsogon Tennis Center, Sorsogon City

April 19-21, 2022

**National Virtual In-Service Training for Teachers**

DepEd Central Office, Pasig City

August 30-September 3, 2021

**National Training on Learning Delivery Modalities (LDM2) for Teachers**

NEAP &amp; DepEd Region V

April 19-February 25, 2021

**SGS Division Teacher-Adviser Training Program**

DepEd Camarines Norte

July 29-30, 2019

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Regional Mass Training of Grade 10 Araling Panlipunan Teachers on Contemporary Issues

DepEd Camarines Norte

May 29-June 2, 2017

Regional Accreditation Training for Sports for Officiating Officials

DepEd Region V, Legaspi City

April 19-21, 2022

National Accreditation Training for Sports (Officiating Officials)

DepEd, National, Lingayen, Pangasinan

January 14-18, 2017

National Accreditation Training for Tennis Officiating Officials DepEd National, Sorsogon, City

January 14-18, 2017

Division Seminar Workshop in Coaching

DepEd Camarines Norte

October 6-8, 2016

Regional Accreditation Training for Sports (Officiating)

DepEd Regional Office, Legazpi City

December 8-10, 2016