Teachers' Perception on Modular Distance Learning Approach at Mindanao State University-Sulu: Its Readiness and Challenges

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ABSTRACT

This study aimed to know the "Teachers' Perception on Modular Distance Learning Approach at Mindanao State University-Sulu: Its Readiness and Challenges". This study contained five (5) objevtives:1) to determine the profile of the respondents; 2) to determine the perceptions of the teachers towards the modular distance learning approach; 3) to find out the challenges encountered by the teachers with modular distance learning approach; 4) to determine the level of readiness on modular distance learning approach as perceived by the teachers; and 5) to find out if there is a significant difference between perception of readiness and challenges in terms of age. This study is supported by Michael G. Moore's Transactional Distance Theory developed by Daniel Bornt (completed August 22, 2011) and Constructivist Theory by Saul McLeod, published 2019. Moore's theory has a direct bearing on e-learning. It explains and quantifies the learning relationship between instructor and student in the e-learning situation, where there is a substantial physical or temporal distance between the two. First formulated in 1997, it considered the many different forms of distance learning as part of a group which could similarly analyzed. Transactional distance as distinguished from physical or temporal distance – refers to the psychological or communicative space that separates instructor from learner in the transaction between them, occurring in the structured or planned learning situation (Moore, 1997, p.1) and the constructivist learning theory underpins a variety of student-centered teaching methods and techniques which contrast with traditional education, whereby knowledge is simply passively transmitted by teachers to students. This study used convenient sampling technique. This sampling is also known as availability sampling. There were forty eight (48) teachers who served as the respondents from different colleges and department of Mindanao State University-Sulu, they were chosen depending on their availability at school. To gather data the researcher used survey questionnaire or the descriptive survey method. The questionnaire is guided by the objectives of the study. It consist of twenty five (25) items. This research instrument helped the researcher to determine the readiness and challenges of teachers' perception on modular distance learning approach at Mindanao State University-Sulu. When the questionnaire were collected, the researcher made tabulations of the gathered data and subjected them to analysis. SSPS was used in computing and analyzing the data. Frequency and standard deviation were used to analyze the SOP1 which were the profile of the respondents. Weighted arithmetic mean for the SOP 2, 3 and 4, then the one-way ANOVA for the SOP 5. Based on the findings of the study, the distribution of first category which is age starts in 30 below has the frequency of 26, 31-40 and 41 above have the same frequency of 11, second category which is gender; there are more female respondents with 31 while male respondents have a frequency of 17 and the third category which is college. 9 respondents were from College of Arts and Sciences, both 7 respondents were from College of Education and College of Agriculture. Similarly, 6 respondents were from College of Fisheries and Senior High school Department, College of Computer Studies has frequency of 5 and 4 respondents came from College of Public Affair and College of Public. The study also revealed that the respondents agreed on teacher's perception on modular distance learning approach with its grand mean of 3.00 with a description of Moderately Agree. The respondents also agreed on the challenges encountered with modular distance learning approach with its grand mean of 3.97 and a description of Agree. The result

also concluded that the respondents have high level of readiness on modular distance learning approach with its grand mean of 3.51 with a description of High Readiness. The data indicated that there is no significant difference between perceptions on the level of readiness when the data are grouped according to age. Thus, the data suggest that the null hypothesis is accepted. The data also indicated that there is no significant difference between the perceptions on the challenges encountered during modular distance learning approach when the data are grouped according to age. Thus, the data suggests that the null hypothesis is accepted.

1. Introduction

The Corona Virus disease (Covid19) is a world-wide event that lead to the doorstep of so called "New Normal". It brought changes to the lives of every individual, the things that everyone used to do is gradually changing including the lifestyle, living and even the educational system are being affected. It gives a huge impact to educational system leading to the near-total closures of Schools, Universities and Colleges and even the parents and students wanted to have "Academic Freeze" for they don't want to put their lives at risk.

Despite calls to postpone classes until 2021 and so on, the Department of Education (DepEd) and Commission on Higher Education (CHED) maintains that education of Millions of Filipino students should not wait. To make sure that the learning remain unhampered without putting the health or safety of the students and school employees in danger, DepEd implemented a program which they called a distance Learning Approach – a learning delivery modality where interactions takes place between the teachers and the students who are geographically remote from each other during instruction. This modality has three types: Modular distance Learning (MDL), Online distance Learning (ODL), and TV/Radio based instructions. This means lessons will be delivered outside the traditional way of teaching and learning process which is the Face-to-Face setup.

Though DepEd came up with those different types of approaches, but there are still some challenges that the school and teachers may face when implementing it. Therefore, they must choose the right approach for they are some factors that should be consider that might cause problem to the teaching and learning process, for an instance: areas that lack in internet access, or students who cannot afford to buy gadgets for their online classes.

Considering some of the factors, the most common approach used in the re-opening of the classes is the Modular Distance Learning Approach It involves individualized instructions that allows learners to use self-learning modules (SLMs) based on the most essential learning competencies (MELCS), in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides and other study materials.

Suggested flat forms/Resources/Mechanism: The use of Learning Materials, Modules in multimedia (slides, video and audio files), Digital pockets (Learning Materials), the use of E-Learning materials and the use of computer-based learning resources.

DepEd believe that is the most convenient setup for it only needs to provide a Modules where in all content shall contain the most essentials only, and in case of any queries, the students can easily contact their teachers by messaging them directly via email, text message and etc. On the other hand teachers takes the responsibility of monitoring the progress of the learners. They to shall do home visits to learners needing assistance or any member of the family need to serves as para teachers in order to make things easily done.

According to Hornby, as cited in Yoseph and Mekuwanint (2015) and Malik (2012), modules is a unit of work in a course of instruction that is virtually self-contained and a method of teaching that is based on the building up skills and knowledge in discrete units. Therefore, a module is a course that together with other related courses can constitute a particular area of specialization.

According to Ali, Ghazi, Khan, Hussain and Fatima (2010) explained that modularity enables the design of curriculum to meet students' needs, thus

moving the curriculum from the supply side (what universities want to deliver) to the demand side (what students and their employers identify as what they want. Modular instructions meets the needs of today's students more adequately than traditional instruction both with respect to the quality of learning and the content.

This study focuses on the teachers' perception towards the modular distance learning approach if how they see or what are their views about this new implemented set-up. The challenges they've face or encountered, this will somehow help us know their level of readiness or how actually prepared teachers are in applying this.

2. Literature Review

This chapter presents the review of related literatures that supports this study entitled "Teachers' Perception on Modular Distance Learning Approach: Its Readiness and Challenges."

Use of self-learning modules in teaching is another form of individual used instructions. This is called modular approach of teaching and learning (k.Jaya sree,2004) if self-learning modules are available on some topics they can b given to the students as assignments for self-learning .scientific attitude refers to an individual's outlook towards life. Attitude is a method condition / a stabilized method set which express itself in a tendency to react to any member of the class of stimuli in the same general way.

"A teaching strategy is a plan for learning, and it includes the presentations which the teacher might make, the exercises and learning activities designed for students, av-aids which will be supplied or suggested for students to work with, in which they show of their growing understanding and capability will be collected."

Modular teaching is one of the most widespread and recognizes teaching learning techniques in many countries including other Western countries and Asian region. Modular approach is used almost in all subjects like natural science, specifically in biology and medical education and even in social sciences as well as in computers education. Manlove and David

(1985). It considering the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace, Kandarp Sejpal (2013).

Nepumuceno as cited by Balderas (2016) described the modules in the following distinctive, identifiable skills or set of skills or outcomes other that skills. It is fairly short so as to make students use their study time efficiently. It is essentially self-teaching, even though it may encourage group work. It blends theory and practice, and combines doing with reading and reflecting. It provides a list of further readings or sources related to the skill being promoted. It provides suggestions to students for participating in the design of their own projects, explanatory activities, and evaluation criteria. It is reality-oriented in the sense that it involves students in real situation if not possible, tried to use stimulation technique. It provides feedback for improvement and redesigning. With these characteristics, he cited the following reasons why modules are needed in teaching. The first to develop learning autonomy, ensure satisfactory minimum standards, provide remedial units, provide basic education, upgrade content, enhance competencies of teachers, integrate theory and practice, cater for individual differences in learning, cater for different groups within the one course, consolidate critical points in a course, facilitate industrial certification, provide resources for distance education, encourage mastery and encourage a changed role for the teachers. He also defined module as the one that provides opportunity for organizing numerous sequences of experience to reflect special interests of the teacher or student. Self-instructional units allow the teacher to focus on student's deficiencies in subject matter that must be corrected and also serve to eliminate the necessity of covering subject already known to the student. It provides a way of assessing students' progress in learning. It reduces the routine aspects of instruction learning. The teacher is free to engage in personal contact with the student. The independent nature of self-instructional units

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facilitated the updating of study materials without major revisions. It serves as model for teachers who wish to develop their own materials and insert their own personality.

This literature gives a clear description and views regarding what module is and how it can help the learners.

The European Learning Path Organization as cited by Mercedes (2016) talk about the difference between a "module" and a "unit". A module aims at developing a clearly identifiable and certifiable portion of the curriculum, expressed in terms of competencies objectives.

These objectives should be achieved within a clear and realistic time limit (language modules usually range between 20 and 30 hours). This time limit is an important feature of the modular organization, since the whole curriculum is built around the idea that time and human and material resources should be spent to achieve foreseeable results. This, of course, may introduce an element of rigidify, this is why a modular organization implies constant monitoring and feedback to ensure that learning is really work-in-progress. Units, too, are generally based on clear defined objectives. Modules, however seem to be aiming higher. To enable learners to achieve a level of competence which should be described in terms other that just grammar, vocabulary of functions. Units often remain a sub-division of modules (although, they may also be different ways: stages, steps and etc.), but the focus of the modules – their overall organizing principle should be off different kind. Mercerdes also define module as having the statement of purpose, desirable prerequisite skills, instructional objectives, implementers of the modules, the modular program, related experiences, evaluate pretest, and assessment of modules.

This literature is important for it give a clear definition between the two different forms of learning.

DepEd (2017) described Alternative Learning System Module, accordingly each module is complete in itself. It contains the description of the module, objectives, learning activities, and pre and posttests. Modules for the basic and lower elementary levels learners come with a facilitators guide. Meanwhile, modules for advanced elementary and secondary levels were designed for self-learning. In the conduct of ALS sessions, use of supplementary learning materials is being encouraged particularly those that are developed by the facilitator to suit the local need and context and locally available. In partnership with various organizations, both local and international, the DepED-BALS was able to adapt and produce print and non-print learning materials to supplement the existing modules in the conduct of ALS learning session. Additional materials make learning sessions more effective by reinforcing newly acquired literacy skills. They also serve as springboards to a new lesson, thus, making learning more fun and interesting. Use of multi-media also gives both facilitators and learners chance to access new information and technology and activates multi-sensory learning.

This is important to this study since it answers and provides additional knowledge on Alternative Learning System.

According to the paper of Nihat Uyangor, Hasan Huseyn Sahan, and Mustafa Tanriverdi, aiming at determining the "Teachers' perception towards modules used in vocational and technical education". The data collected from 12 teachers via semi-structured interview method. According to the data, teachers have positive ideas in some main points with regard to the modules, but they stated that there were very important problems in the process of their application. There are two main reasons for these problems.

Modules were not prepared by specialist and they were far from real business life. Teachers' perception towards modules are not different from each other in three different institutions.

The module consists of teaching experiences having a beginning and an end, based on individual teaching, demonstrating integrity in itself, coordinated within a systematic framework and follows a specific order. Knowledge and skills are provided for at least one qualification through each module (Dogan, 1997; MEB, 2006).

As the modular system is economical, cover broad masses socially, meet individual requirements; respond to regional difference, and is applicable by local authorities and all parties, it makes modular teaching approach indispensable for vocational training and practical training courses. Although modules are materials based on individual training, teachers play an active role during practices. Teachers play an active role in the preparation of the modules, the determination of periods, the planning of activities inside and outside the classroom, the implementation and evaluation of activities. That teachers help students especially during the use of modules increases the success (Taspinar, 1997).

Teachers state that modules are clear, functional, necessary and sufficient. On the other hand, they also state the problem that the part of explanation is not used by student, do not guide students and is too hard to follow. So they recommend that the part of explanation should be clearly written by experts to solve out the problems. While teachers disagree on the evaluation of the time allocated for the modules, while they agree on the problems that there is insufficient time, extra-curricular periods cannot be used, and they are hard to follow. In order to solve the problems mentioned above, they suggest that, modules in the course bourses should be increased and period in modules should be regulated in cooperation with school industry. While goal statements in the part explanations are appropriate for developmental characteristics of students, clear, under stable and consistent with the general objectives, there are problems related to lack of students' readiness levels and environment and disconnection from business life. In order to solve these problems, teachers proposed that their views are to be taken in writing module and students are to be informed about aims of the module. The conclusion, in a study conducted by Secilimis and Unluonen (2011), in which teachers who participated in the survey agree with the opinion that overall aims and objectives were clearly stated and clear and understandable, show consistency with this study. As the environment and the equipment in the module are evaluated by teachers as consistent with the objectives and applicable, lack of schools in terms of equipment and disconnection from business life are designated as the main problems at this point. About the solution, it is proposed that school environments in terms of equipment be developed, visual materials be used, and the environment should be compatible with business life. Also, in a study conducted by Gok(2011), similar conclusions regarding equipment deficiency at school environments were achieved, teachers who participated in the survey agreed with the opinion that the existing equipment of schools are not sufficient for the implementation of modules. Similar results were also introduced in a study conducted by Adiguzel and Berk (2009), participants in this study emphasized the inadequacy of the existing equipment in vocational and technical education institutions and stated the need of additional equipment for implementation of modular education programs effectively.

Educating Engineers for Future Industrial Revolutions Nature Publishing Group "Teacher Readiness for Distance Learning" of Olga Khatsrinova, Bronskaya Veronika and Julia Khatsrinova

The article is devoted to the study of the readiness of teachers and students of an engineering university to implement distance learning in modern conditions. The study of the phenomenon of preparedness involves focusing on a number of problems, which are simultaneously factors that impede the formation of readiness. Both positive and negative aspects of the use of distance technologies were identified.

Modern conditions of the information society, the development of information infrastructure of universities require the inclusion of new approaches, methods and technologies in the educational process. The most important in this case is the development of cooperation - the most important component of the educational process - "teacher – student" - based on non-standard forms and methods of interaction, creating a scientific and methodological system of continuing education (both teacher and student)

within a single educational space. The success of student training and education largely depends on how this tandem of cooperation develops, what forms and methods will be used in this case, on the basis of what modern technologies they will be built. Accordingly, the use of distance education technology expands the possibilities of the teacher in terms of the humanization of education, modernizes the educational process, and makes it attractive to students.

Distance learning is recognized as a promising direction in the development of the modern education system, capable of solving a number of urgent problems of higher education. It does not deny existing educational trends and technologies, forms of training; it is designed to integrate into these systems, complementing and developing them.

The use of distance educational technologies, the practice of training on various online platforms within the framework of formal and non-formal education, the use of the Internet, e-mail and WhatsApp have long become commonplace in the process of obtaining knowledge when organizing the interaction of all subjects of educational activity.

However, the new reality that has hit the world in connection with the pandemic and the threat of the spread of COVID-19 has made it necessary to reconsider the potential of the distance learning technologies and electronic resources available to the educational community. Life in a pandemic has made significant adjustments to education at all levels around the world. The educational process has completely switched to on-line format. The Russian educational system was no exception. Kazan National Research Technological University organized training using distance learning technologies and e-learning, using the MOODLE, ZOOM, Microsoft team, Skype, etc. platforms for this purpose. However, an analysis of the activities of teachers in the first week of the so-called distance learning showed that many teachers turned out to be they are not ready to fully utilize information technology training, despite the fact that they regularly improve their qualifications in this area. Teachers of engineering and humanitarian

disciplines have differently assessed and responded to the difficulties of organizing the educational process in the new conditions. The electronic information educational environment, created taking into account the formal requirements of federal state educational standards, also turned out to be very weak help for promptly solving the issues of interaction between teachers, students and the university administration due to the inefficiency of this resource by objective and subjective standards.

Distance learning is a revolutionary way to equip a student with the skills and knowledge necessary to turn changes in cognition into an advantage. Many teachers note that distance learning can be used as a knowledge management tool. It is suggested that synchronous tools need to be integrated into asynchronous environments to provide a learning model "anytime". This environment will be primarily asynchronous with background discussion, appointments, and evaluation occurring and managed with synchronous tools. From the point of view of the engineering areas of training - distance education was a discovery - on the one hand, it was an opportunity to offload the teacher from intermediate tests of knowledge - by conducting testing on educational platforms. On the other hand, there is an urgent need for full-scale experiments, the absence of which leads to one-sided knowledge, since in the framework of engineering, chemical and chemical-technological areas of preparation it is impossible to do without theoretical knowledge, such as in the framework of fundamental disciplines (physics, mathematics) and general engineering disciplines (processes and apparatuses of chemical technology, engineering graphics).

In the future, the training, which will be carried out by classical methods and methods, will need to use the gained experience of distance educational technologies - conducting tests, creating electronic educational resources, conducting and recording copyright lectures, to advise students of distance learning and with disabilities on Moodle platforms, Google Meet, MS Teams, Zoom.

In the last century, we moved from the industrial era through the information age, and now into the knowledge age. Today, the effective acquisition, storage of knowledge and its effective management are the key to success and survival for organizations in a very dynamic and competitive world. The ability to acquire, absorb and apply knowledge effectively will become a key skill in the 21st century. Learning is the key to unlocking a person's full potential.

Our life in the 21 century as an individual, a specialist, will depend on our ability to learn and apply what we know in our professional life. Training will become more integrated with work and will use a shorter, more modular, timely delivery of knowledge. Distance learning delivers knowledge through electronic information and communication technologies. Information and communication technologies include various methods - a systematic feedback system, computer network operation, video conferencing and audio conferencing, global Internet sites and computer training. This way of delivering knowledge increases the possibilities of how, where and when students can engage in lifelong learning.

Distance learning is not only training and instruction, but it is focused on individuals, it is individual. A single definition for distance learning has not yet been identified. This includes online learning, including e-learning, online learning, distributed learning, online learning, virtual learning, computer learning.

Education systems around the world have taken steps to reduce the negative impact of the coronavirus pandemic (COVID-19) on education. An interactive mapping "Global monitoring of school closure in connection with the COVID-19 pandemic" is presented on the UNESCO website, which displays the development of the situation of closure of educational institutions in various countries, from February 8 to April 20, 2020. On April 20, 2020, 1,575,270,054 people studied remotely, which is 91.3% of the total number of students worldwide. Therefore, distance learning is gaining more and more popularity. And this is not surprising, because you can remotely study in almost any subject.

By the term "distance learning" we mean learning, in which all or most of the training procedures are carried out using modern information and telecommunication technologies with the territorial disunity of the teacher and student [5]. It is important that the basis of distance learning is based on pedagogical technologies of different temp learning, independence in self-education of students in various educational fields, the possibility of choice, a combination of various forms and methods of interaction between the teacher and the student. It should be borne in mind that distance learning involves careful selection of educational material, its coordination with the educational standard of the educational content, and the multilevel structural organization of educational material. Distance learning as a system for organizing a focused process of interactive interaction between educators, students and teaching aids is presented in the aggregate of two basic subsystems, each of which consists of certain elements. The first and main is the didactic subsystem. It includes components typical of traditional learning. Its functioning is based on an ordered set of goals, functions, methods and techniques, principles, requirements and conditions for the effectiveness of their interaction, factors of influence on its effectiveness. The technologies prevailing in distance learning impose their restrictions on the selection, sequence and method of presenting fragments of the content of training. Each of these components in the distance learning system has its own specifics. It is distinguished by both the content of each of these components and the redistribution of their role and frequency of use in the educational process. In remote form, teaching by technical means becomes predominant, and the role of the teacher as a source of information is represented by the content of the options for training courses developed by him, as well as in informing the learner of information that goes beyond the scope of this course, or explaining fragments of texts and assignments that are not understood by the learner. The teacher's activity in the educational process is transformed from the main to auxiliary, and the content of his activity is determined by the content of

the student's orders, formulated in the form of questions posed by him. This violates the integrity of the teacher's activities, and the way the implementation of the analysis and planning functions characteristic of traditional teaching is fundamentally changed. Another task is subordinate to the planning of interaction with students in distance learning. For a relatively short time of telecommunication with the student, you need to answer his questions. The teacher's activities are impromptu, which not every teacher can do and requires special training. The second component of the distance learning system is a technical system for ensuring the transmission of information, the implementation of monitoring and consulting functions. Unlike traditional learning, this subsystem is not auxiliary, but one of the central ones. It is represented by teaching aids specific to this didactic system, which, on the one hand, are printed materials and computer programs, and on the other, telecommunications. All these subsystems and their elements interact in the educational process in various ways, the choice of which depends on the goal set by the teacher and the learner, the technical means used and the model of training chosen by the teacher. This choice depends on the level and pace of progress of the student and can be offered to the teacher and the student himself. In this interaction, the functional purpose of the distance learning system is realized, interactive interaction of students and teachers in the learning process is provided, and students can work independently, evaluate their knowledge and skills. When in practice, the whole world began to use the Internet everywhere, disruptions in its functioning began, especially the students who live quite far from large cities.

In the distance learning model, the learner is at the center of the learning process; the essence of training is independent work developing self-learning abilities; the basis of educational activity is cooperation, and the role of students in learning is more active than the role of a teacher. In distance learning, the dominant tasks are the organization of an independent cognitive activity of a student, arming him with independent work skills to acquire new knowledge and their practical application. Indeed, at present, in the informatization of education, it is becoming more and more relevant not so much the technical equipment of education as the readiness of all subjects of the educational process (in particular, teachers) to use distance educational technologies in their professional pedagogical activity.

The development of distance learning is hindered not because of an insufficient material and technical base or lack and imperfection of software, but because of the mismatch between the competences of using networks in students and the competencies of teachers, who use them to a lesser extent. Changed learning goals, living conditions and needs of the individual require the application in the shortest possible time of the entire set of tools for the full organization of the educational process. Therefore, it is necessary to determine the readiness of both teachers and students for a new type of training for them. Will it be able to realize all the didactic components of the educational process, will the methodology chosen by the teacher lead to the planned learning objectives?

A comprehensive analysis of the state of formation of the teacher's readiness for the use of distance educational technologies, as well as modern research on this topic allowed us to highlight a number of contradictions: between the presence of scientifically based approaches to the application of these technologies and the special educational needs of society during the pandemic (E. Segen, V.P. Kashchenko, T. Helbrüggge, A.Yu. Yusupov, etc.) and the insufficient awareness of teachers about all the possibilities her tools; between the accelerating process of development and implementation of distance technologies in education and the insufficient willingness of subjects of the educational process to constantly apply these technologies in their activities; It must be borne in mind that the willingness to use distance technologies is formed in the process of professional and personal development of a teacher and it can be considered as a process and the result of becoming a person as a subject of

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professional activity. By readiness for the implementation of distance learning, we mean the stable integral dynamic quality of the teacher's personality, which determines the content, orientation and nature of her professional and pedagogical activity, as well as self-determination and self-realization.

Many authors (A.A. Andreev, V.P. Demkin, A.V. Khutorskoy et al.) Consider distance learning as a form (principle of organization) of education: a focused, organized learning process, focused on the formation of knowledge, skills defined by the curriculum and teacher. Many researchers identify distance learning as a means of learning management and the implementation of the learning process.

A. A. Andreev in his work as distance learning understands "a purposeful process of interactive interaction between learners and students with each other and with learning tools, invariant to their location in space and time, which is implemented in a specific didactic system."

E. Polat gives the following definition of distance learning: "by distance learning we mean the interaction of teachers and students, students at a distance, reflecting all the components present in the educational process (goals, content, methods, organizational forms, teaching aids) using specific Internet tools - technologies or other interactive technologies" [7]. V.I. Ovsyannikov identifies distance learning with electronic (elearning), while the fastest implementation of proven technologies abroad is put in the first place.

The problem of the activities of distance learning teachers was highlighted in their works by E. Gavrilova, E. Haustova, L. Vasilchenko, N. Mulin and others. Foreign researchers Michael G. More, William G. Anderson, Gregory S. Sales and others also pay attention to this problem. Acquaintance with scientific research shows that the writers reflect the specifics of teaching activities, individual requirements for distance learning teachers. Despite the significant results of research in these areas, important aspects of the problem of the formation of professional readiness of higher school teachers to introduce distance educational technologies remain outside the field of view of scientists.

The success of the entire distance learning system ensures not only the teacher's readiness for professional and pedagogical activity in it, but also the building of different groups of relationships and interactions with subjects of educational relations in the new conditions of distance learning environment.

In the federal state educational standards 3+ +, the electronic information and educational environment is considered as a key element of the educational process, therefore, each student throughout the entire period of study should have individual unlimited access to these resources. For knowledge and information to be effective, it is necessary to constantly increase and modify it in continuous educational activity [8]. All these ideas can be implemented in a modern university, which is the Kazan National Research Technological University: innovative and commercial attractiveness, manifested in the fact that the university implements socially significant educational and research projects; research and fundamental orientation, involving the dissemination of scientific knowledge as an integral part of world culture; informational saturation of the educational process, the driving force of which is the electronic informational and educational environment of the university [9]. The training of a modern highly educated specialist is aimed not only at mastering knowledge, skills, but also at adapting to the conditions of future professional activity in society, including in a virtual environment. However, the real permanent use of distance learning in the Russian educational system is practically absent. What is the reason? Distance learning consists of three main components: the technical aspect (computer technology), the teaching and methodological aspect (multimedia courses in disciplines) and the teachers who conduct activities in the distance learning mode.

The design of educational programs in the distance learning system should be based on the principles and distinctive features of distance learning. The most important of them is the principle

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of distributed learning, when an open information system makes it possible to obtain knowledge from various information resources. Thus, distributed learning is a necessary element. The construction of distributed information systems is associated with the solution of a number of technical and technological problems and the availability of relevant specialists in the field of information and educational technologies.

The organization and implementation of the educational process of distance learning is based on the use of an information model in which means of remote access to information resources make it possible to build an individual educational trajectory based on independent work of students. You must be familiar with the methods of developing and creating interactive training programs, implementing distance learning technologies and forms of organization of the educational process.

Achievement of educational goals is a necessary condition for the quality of education. The development of personal characteristics, professional knowledge and skills is determined by a number of indicators that make up the general level of educational effects. Achieving such indicators requires knowledge and consideration of the psychophysiological and biomedical features of distance learning, the ability to use modern tools and methods for monitoring the quality of education.

In the process of distance learning, the role of the teacher changes: he designs not only the educational process, but also the network interaction with students; forms the environment of distance learning, developing teaching materials, manages joint distance learning activities, mobile adjusting it to the changing educational needs of students. His activity is multidimensional, different in the implementation of traditional training.

In the face of the threat of the spread of coronavirus infection, most universities and colleges, on the recommendation of the Ministry of Science and Higher Education of the Russian Federation, decided to switch to distance learning.

In this regard, all full-time classes, including lectures, practical and even laboratory ones with virtual analogues, were transferred to the online environment.

Teachers are forced to organize the educational process through distance learning technologies based on various methods of delivering electronic content and accessible communication tools for students and teachers in the electronic information and educational environment.

The transition to distance learning was not a planned action, but a necessary measure, so the teachers did not have special training. The teachers did not have enough skills in the digital environment, time to master new tools and restructure the educational process and support from the technical services of the university, which play an important role in the implementation of new technologies.

The adaptation of teachers to the changing conditions of professional activity occurs at different speeds and with different results. But it must be recognized that the possession of competencies in the field of working with information resources helps them more easily switch to a new training format.

New challenges expand and give the university teacher new tasks of professional pedagogical activity:

"See" each student, determine his goals, tasks in a distance educational environment; build the educational process in an interactive, productive, time and space invariant process of interaction with all subjects.

As a result of the transition to distance learning, organizational, methodological, and psychological difficulties appeared before the university teacher.

Organizational difficulties are associated with taking personal responsibility for the implementation of the learning process in the new conditions, relying on clear and accessible tools for each teacher.

Methodological difficulties include the difficulty of controlling knowledge. Reproductive tasks are not suitable in these conditions. It is necessary to apply creative, productive tasks. It is necessary for the student to create something: a project, a drawing, and complete a creative task. The deficit of feedback can

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be compensated by a multimedia format, communication in social networks. The authors really like the What's App network, where you can organize substantive communication and the teacher can be poisoned with completed tasks as well as ask personal questions.

Psychological difficulties are determined by the experience of uncertainty, "digital overload", anxiety in the situation of video recording, associated with the possibility of posting materials in a collective access. The teacher does not feel the person in the audience, does not see his reaction.

The evolution of distance learning offers a large number of tools to help the teacher in the process of analysis, design, implementation and delivery of knowledge via the Internet. In the framework of distance educational technologies, the question arose about the lack of time for both the teacher and students, since everyone is within the framework of the curriculum of the educational program, with a limited time resource. All actions in the framework of educational activities began to take many times more time that was spent on connecting to the network, sending correspondence, checking, updating and sending reports and tasks. The volume and scale of correspondence has increased significantly.

Distance education allows for the individualization of instruction, namely, the student can study the material at a convenient time for him, have the time necessary for him to do this, and interact with the teacher. To ensure involvement in the learning process, it is necessary to determine the learning objectives (they should be clear to the student, discussed with him and accepted by him), content, implementation of feedback, use active working methods, forms of presenting content and monitor changes in the level of knowledge of students. The content of the material should provide a connection with reality (complexity of the material at different levels, options for presenting solutions), be based on the existing knowledge of students (provide additional material for those interested). Feedback should be prompt and formative, ensure participation in the discussion, answer questions, be able to conduct

mutual evaluation and self-assessment. The teachers also noted the need to form a system of differentiated psychological, methodological and technical support.

According to teachers, distance learning has its weaknesses. Among them: lack of personal interaction; the problem of student motivation; lack of self-organization of students; complexity of quality control of assimilation of material; weak feedback; difficulty in evaluating results; heavy workload of the teacher in the preparation of distance learning courses and monitoring of assignments; the difficulty of accounting for the individual characteristics of students.

Among the problems when switching completely to a distance learning system, teachers see the following: the computer does not replace the live communication of the student and teacher; teacher are not ready for the new; poor self-organization of students; the complexity of preparing good courses; knowledge control problem; deterioration in the quality of training.

The teacher during the training should be oriented to a specific audience, available technical resources. Next, you need to build a course strategy, conduct a technology search for the goals and objectives of the course. For the safety of the contingent during distance learning, it is necessary to have high-quality technical resources, quality of content, and exclude unwillingness to self-organization and educational inertia. To build content, you need new instructions and rules for its implementation. These include new approaches to the design and implementation of training sessions, containing new forms and technologies. The function of the teacher is also changing - from the translator of knowledge to the guide along the educational path and the facilitator. There is a need to more often use problem-based training problem-recommendation-tool for implementation-recommendations. In distance learning, as shown by the primary experience of teachers, such full-time pedagogical technologies can be successfully used as: project-based learning technology, critical thinking development technology, research teaching technology, individualized learning

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technology. However, their specific adaptation to the remote mode is required. It is necessary to ensure unity of requirements for conducting online classes and approaches of teachers to the organization of independent work. Teachers do not have a sufficient level of competence in the use of services to create online tests. The student must be placed in a tight time frame, indicating urgency and limitations.

The reasons for the student's unpreparedness for distance learning are the inability to organize their independent work, to optimize workload for all types of activities, to study without external systematic control and stimulation. In general, students are ready for distance learning. Although not everyone had sufficient technical support and equipment to organize the workplace. Cognitive motives have intensified, reflecting the desire of students to self-education, focus on self- improvement of methods for obtaining knowledge. This is manifested in appeals to the teacher for additional information, clarifications. Students were interested in the resources that the teacher used to prepare the material and asked for links to the programs and services used. It should be noted that well-performing students during distance learning became even more active, while less successful students chose a wait-and-see attitude. Therefore, it is necessary to intensify their activities.

The hypothesis is confirmed that the main factor that impedes the work of teachers with distance educational technologies is anxiety, fear amid the novelty and lack of instrumental skills of the user with Internet technologies. Their readiness increases as organizational, methodological, and psychological difficulties are overcome through the unification of teachers to jointly solve problems and share their experiences. The problem of organizing the practical component of general engineering and special disciplines, which create a lot of problems for students in the absence of virtual laboratories, comes to the fore.

The study showed that most teachers are quite aware of the possibilities and forms of implementing distance learning and are aware of the advantages and prospects of its development. It should be noted that in the future, the integration of traditional and distance learning will be very useful for teachers and students and will achieve the results that the digital economy expects of us.

It is necessary to search for effective technologies of pedagogical interaction with students, a continuous increase in information and communication literacy, the formation of competencies and readiness for the implementation of new models of the educational process, the development of significant professional qualities should be priority areas for improving the activities of a higher education teacher in a digital educational environment.

The utilization of such packages takes into account individual differences and sanctions students to work at their own pace. That is why Loughran and Berry (2000) pointed out that individual learnt more at their own pace, because "Telling is not edifying and heedfully aurally perceiving is not learning. However it is a process of first understand and then express the idea or knowledge. One of the largest changes in recent years has been the addition of technology education facilities with individualized instructional modules. D LeBrun (2001)

Each module has a distinct training element; it covers either a single element of subject matter content or a group of content elements objectives; preferably in behavioral form Daries (1981) A recognized level of proficiency or a qualification can be achieved through the completion of a series of modules. Zuga (1999) stated that when vendors sell individualized instructional modules "the ability to manage the classroom" was mentioned frequently. Daugherty and Foster (1996) found that using individualized instructional modules reduces the time it takes teachers to develop a technology-based program.

Module developments promote practice to plan and develop modular materials. Module writers develop a common frame work for the design and development of modular materials. Brown and Atkins (1991) state that when designing modules, it is

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essential for teachers to be aware of concepts of deep and surface approaches to learning. Many researches have previously been conducted on the relationship between courses and the approach students take to learning. Martn,Saljo (1976), Entwistle(1981), Gibbs(1992), Ramsden(1992), Biggs(1999).they found positive relationship between curriculum and learning approaches.

The goal of the modules is to provide resources to instructors that will allow them to transform their classrooms into active, student-centered learning environments. Joanne L. Stewart, Valorie L. Wilkerson (1999). the following common characteristics of a module can be distinguished that it is self-contain, independent instruction unit, systematically organized, well defined have a means of evaluating the work. Kandarp Sejpal (2013), Brown et al (1977)

The essential components of a module are (i) Rationale, An overview of the content of module and explanation of why the learner should study it. (ii) Objectives, What is expected outcomes of module? This is stated in behavioral or performance term (iii) Entry test, to determine if the learner has pre-requisite skills needed to enter the module and check. (iv) Multi-media materials, a wide variety of media is used so learner can involve actively and utilize their senses. Kochhar S.K (2008) Singh Y.K, SharmaT.K & Upadyay Brijesh (2008), Shivarajan K (1997), Riasat Ali (2010) Knight 2002 points out those Modules are not developed in separate way, but within a course or programme structure.

Marton and Saljo (1976), Entwistle (1981), Gibbs (1992), Ramsden, (1992), Biggs (1999) studies supported module design. There are a variety of modules for thedesign of courses in higher education Toohey (1999), Biggs (1999) many of the same issues are relevant in the context of designing modules. There are three major stages in preparing the design of a module. These stages are planning, preparing the draft of the module and revising the draft after trying it out.

The module design process explained as to identify the needs of target population and choose the topic Pareek and Rao (1981); Gagne and Briggs (1973) have defined five elements as Situation, learned capacity, object, action, tools or other constraints. Collect relevant information on the topic and verified the necessity for developing a new program or module. Make plans for developing module. Formulate objectives of the module based on results of assessment of need.

Select the learning experiences. These can be best achieve the objectives and arrange them in logical order. Decide the format and component of the module. Write a draft module. Review the draft module and make revision. Select at least three students, each representing fast, slow and average learners from target population and test the module on them and revise the module according to the result obtained from test. Conduct further small scale or large scales try out to make suitable revisions, Pareek and Rao (1981).

3. Rational And Purpose

The following are the objectives of the study.

To determine the profile of the respondents. To determine the perceptions of the teachers towards the Modular Distance Learning Approach. To find out the challenges encountered by the teachers with Modular Distance Learning Approach. To determine the level of readiness on Modular Distance Learning Approach as perceived by the teachers. To find out if there is a significant difference between the teachers' perception of readiness and challenges in terms of age.

4. Research Questions

Because of the new normal caused by the deadly disease which went to the door-step of every sector most especially to the educational system, the traditional teaching and learning process (or the face to face set-up) are no longer use in todays' classes. Teachers have to deal with the new set-up that was implemented by the DepEd which is the Distance Learning Approach, specifically the Modular Distance Learning Approach. But this doesn't mean that teachers didn't face any challenges in implementing

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the said approach. This study somehow questioned their level of readiness if how they are prepared in this kind of set-up.

This, it is imperative to answer the following research inquiries: What is the profile of the respondents, What are the perceptions of the teachers towards the Modular Distance Learning Approach?, What are the challenges encountered by the teachers with Modular Distance Learning Approach?, What is the level of readiness on Modular Distance Learning Approach as perceived by the teachers?, Is there a significant difference between the teachers' perception of readiness and challenges in terms of age?

5. Methods

Research Design

This study used descriptive survey method. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (Wikipedia). This study used survey questionnaire as a tool in conducting and gathering data.

Locale of the Study

The setting of this study was Mindanao State University-Sulu which is located at Capitol Site, Patikul Sulu beside the Sulu National High School fronting the Capitol Park of Province of Sulu. It composed of eight 7 colleges and 1 department excluding the Laboratory High School.

Respondents of the Study

In this study, there were fortyeight (48) teachers who served as the respondents from different colleges and department of Mindanao State University-Sulu.

Research Instrument

To gather data the researchers used survey questionnaire. The questionnaire was guided by the objectives of the study. It consisted of twentyfive (25) items. This research instrument helped the researcher to determine the teachers' perception on the readiness and challenges of modular distance learning approach at Mindanao State University-Sulu.

The questionnaire is divided into four parts: the main part is used to gather information about the teachers' demographic profile. Part II answering a set of statements about teachers' perception on modular distance learning approach. Part III statements about the challenges encountered with modular distance learning approach and the Part IV are the statements about their level of readiness on Modular Distance Learning Approach.

Sampling Procedure

This study utilized 48 teachers from different colleges and one high school department. The respondents were chosen depending on their availability at school.

This study used convenient sampling technique. This sampling is also known availability sampling. It is a specific type of non-probability sampling method that relies on the data collection from population members who are conveniently available to participate in study.

Data Gathering Procedure

In gathering the data, the researcher sent letters for approval. Then, the letter was given to the respective respondents. The researcher will launch the questionnaire in most convenient time of the respondents.

The respondents will be given enough time to answer the questionnaire and after answering it will be collected on the same day.

When the questionnaire are collected, the researcher will make tabulations of the gathered data and subjected them to analysis.

Statistical Treatment of Data

For the analysis and interpretation of the gathered data, the researcher used the following statistical

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tools. For the profile of the respondents, frequency and standard deviation were used.

The perceptions of the teachers towards the Modular Distance Learning Approach, challenges encountered by the teachers with Modular Distance Learning Approach and the level of readiness on Modular Distance Learning Approach as perceived by the teachers were determined using weighted arithmetic mean.

To find out if there is a significant difference between perception of readiness and challenges in terms of age, one way analysis of variance (ANNOVA) was applied.

The researchers used Statistical Package for Social Science to compute and analyze the data.

6. Result

Table 1. Demographic profile of the respondents according to age

AGE	Frequency	Percent
30 below	26	54.2
31 to 40	11	22.9
41 above	11	22.9
Total	**48**	**100.0**

Table 1 shows the distribution of first category which is age. Age starts in 30 below has the frequency of 26 at 54.2%, 31-40 and 41 and above have the same frequency of 11 at 22.9% with overall standard deviation of 0.829.

Table 2. Demographic profile of the respondents according to gender

Gender	Frequency	Percent
Male	17	35.4
Female	31	64.6
Total	**48**	**100.0**

Table 2 shows the distribution of second category which is gender. There are more female respondents with 31 frequencies at 64.6% than male respondents with a frequency of 17 at 35.4% with overall standard deviation of 0.476.

Table 3. Demographic profileof the respondents according to college

	Frequency	Percent
College of Education	7	14.6
College of Agriculture	7	14.6
Senior High School Department	6	12.5
College of Public Affair	4	8.3
College of Arts and Sciences	9	18.8
College of Computer Studies	5	10.4
College of Business Administration	4	8.3
College of Fisheries	6	12.5
Total	**48**	**100.0**

Table 3 shows the distribution of third category which is college. 9 respondents or 18.8% were from College of Arts and Sciences, both 7 respondents and 14.6% were from College of education and College of agriculture. Similarly, 6 respondents or 12.5% were from College of Fisheries and Senior High school Department, College of Computer Studies has frequency of 5 at 10.4% and 4 respondents at 8.3% came from College of Public Affair and College of Public Affair with overall standard deviation of 2.324

The respondents were randomly distributed when they are grouped according to age, gender and college.

Table 4. Perception on Modular Distance Learning Approach

	Mean	Standard Deviation	Description
1. Teachers utilize their time on having advance and additional information from their heads.	3.58	1.007	Agree
2. Modular Distance Learning Approach improves student's critical thinking skills.	2.88	1.123	Moderately Agree
3. Learners become more independent in studying and answering activities on their own.	2.79	1.202	Moderately Agree
4. Student makes use of their time most on studying the given modules.	2.67	0.996	Moderately Agree
5. It would be easy for the teacher to explain thoroughly the lessons indicated in the modules.	2.65	1.296	Moderately Agree
6. Things getting easier for the teachers.	2.73	1.144	Moderately Agree
7. MDLA creates learners to be more collaborative with their classmate in online discussion.	2.98	0 .838	Moderately Agree
8. Through MDLA teachers observe those students who are working hard with their activities.	2.90	0.951	Moderately Agree
9. Teachers could not easily recognize students who perform well.	3.98	1.062	Agree
10. MDLA helps improve teachers teaching techniques, skill and understanding.	2.85	1.091	Moderately Agree
Total mean	**3.00**	**1.071**	**Moderately Agree**

Legend: 5.0-4.50=strongly agree; 4.49-3.50=Agree; 3.49 2.50=Moderately agree; 2.49-1.50=Disagree; 1.49-1.0=Strongly disagree

Table 4 shows teacher's perception on Modular Distance Learning Approach using weighted mean. The teachers agreed that they find it difficult to recognize students who perform well of 3.98 mean with standard deviation of 1.062, while they are utilizing their time on having advance and additional information from their heads of 3.58 mean with standard deviation of 1.007.

Moreover, the teachers moderately agree that Modular Distance Learning Approach created collaborative learners of 2.98 mean with standard deviation of 0.838, improves critical thinking skills of 2.88 mean with standard deviation of 1.123, develops independent studying skill of 2.79 mean with standard deviation of 1.202, and utilize their time mostly on studying the given modules of 2.67 mean with standard deviation of 0.996. Comparably, Modular Distance Learning Approach improve teacher's teaching techniques, skills and understandings of 2.85 mean with standard deviation of 1.091 while they find things easier for them like the convenience in explaining thoroughly the lessons indicated in the modules of 2.65 mean with standard deviation of 1.296. That is why teachers were able to observe students who are working hard with their activities of mean 2.90 with standard deviation of 0.951.

All in all, the result presents that the respondents agree on the teacher's Perception on Modular Distance Learning Approach.

Table 5. Challenges encountered on Modular Distance Learning Approach

	Mean	Standard Deviation	Description
1. Establishing communication with the students.	3.48	0.989	Moderately Agree
2. Having unstable internet access intended for online consultation.	4.23	0 .973	Agree
3. Giving instructions and responding queries through email and messages.	3.94	0 .909	Agree
4. Time management in conducting classes and monitoring of responses.	3.75	0 .934	Agree
5. Beating the deadline set by school.	3.58	0 .767	Agree
6. Students who are poor in comprehension. Who hardly understand what are written on the modules.	4.17	0 .883	Agree
7. Managing the stress caused by community quarantine at home and between online class demands.	3.88	1.003	Agree
8. Availability of the students	4.02	0 .911	Agree
9. The Plagiarism and credibility problems.	4.44	0 .769	Agree
10. Inappropriate approaches to the teachers of the students if they do not understand their module.	4.23	0 .881	Agree
Total mean	3.97	0.9019	Agree

Legend: 5.0-4.50=Strongly agree; 4.49-3.50=Agree; 3.49-2.50=Moderately agree; 2.49-1.50=Disagree; 1.49-1.0=Strongly disagree

Table 5 shows the challenges encountered with Modular Distance Learning Approach. The following are the challenges to wit; The inevitable plagiarism and credibility problems among answered worksheets gained 4.44 highest obtained mean with standard deviation of 0.769, followed by online consultation are inapplicable due poor internet connection of 4.23 mean with standard deviation of 0.973, which results to inappropriate approaches to the teachers or sometimes misbehavior among students if they happened to do not understand their module of the same mean of 4.23 with standard deviation of 0.881. Then, the undeniable students' poor comprehension of 4.17 mean with standard deviation of 0.883 and student's availability of 4.02 mean with standard deviation of 0.911while there is a need to provide instructions as well as respond queries through email and messages of 3.94 mean with standard deviation of 0. 909. Moreover, the matter of stress management on the prevalence of community quarantine at home while meeting the demand of continuous education through online classes amidst pandemic of 3.88 mean with standard deviation of 1.003 while teachers must be able to manage their time in conducting classes and monitoring of responses of 3.75 mean with standard deviation of 0.934. Finally, the cramming to beat deadlines got 3.58 lowest mean with standard deviation of 0.767. However, the respondents moderately agree on establishing communication with the students gained 3.48 mean with corresponding standard deviation of 0.989. To sum it up, the respondents agreed on the challenges encountered with Modular Distance Learning Approach.

Table 6. Level of Readiness on Modular Distance Learning Approach

	Mean	Standard Deviation	Description
1. To conduct MDLA to my students in times of COVID 19.	3.19	1.123	Moderately Readiness
2. To use the printed module as a tool for learning at home.	3.71	0 .651	High Readiness
3. To use online learning materials.	3.38	0 .914	Moderately Readiness
4. To provide Well-equipped Modules.	3.56	0 .712	High Readiness

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5. To utilize learning management system like Group chatting, Facebook pages and YouTube for supplementary learning.	3.71	0.771	High Readiness
Total mean	**3.51**	**0.8342**	**High Readiness**

Legend: 5.0-4.50=Very high readiness; 4.49-3.50=High readiness; 3.49-2.50=moderately readiness; 2.49-1.50=Low readiness; 1.49-1.0=No Readiness

Table 6 shows the level of readiness on Modular Distance Learning Approach. It was found out that they have high level of readiness on utilizing learning management system like Group chatting, Facebook pages and YouTube for supplementary learning gained the mean of 3.71 with standard deviation of 0.771, in the same manner of utilizing the printed module as a tool for learning at home of 3.71 mean with standard deviation of 0.651. Teachers admit on their high level of readiness on providing well-equipped Modules of 3.56 mean with standard deviation of 0.712. Moreover, they have moderately level of readiness on using online learning materials with of 3.38 mean with standard deviation of 0.914, In conducting Modular Distance Learning Approach during this time of pandemic of 3.19 mean with standard deviation of 1.123.

The result concluded that the respondents have high level of readiness on Modular Distance Learning Approach.

Table 7. One way ANOVA on level of readiness according to age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.328	2	.164	.401	.672
Within Groups	18.397	45	.409		
Total	**18.725**	**47**			

Table 7 shows the F test value 0.401 at degree of freedom of 2 with significant (2-tailed) value 0.672 is greater than the .05 level of confidence. Thus, the data suggests that the null hypothesis is accepted. There is no enough evidence and there is no need for further computation. The data indicated that there is no significant difference of perception on the level of readiness when the data are grouped according to age.

Table 8. One way ANOVA on challenges encountered on modular distance according to age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.738	2	.369	.947	.395
Within Groups	17.522	45	.389		
Total	**18.259**	**47**			

Table 8 shows the F test value 0.947 at degree of freedom of with significant (2-tailed) value 0.395 is greater than the .05 level of confidence. Thus, the data suggests that the null hypothesis is accepted. There is no enough evidence and there is no need for further computation. The data indicates that there is No Significant difference of perception on the challenges encountered during modular distance learning approach when the data are grouped according to age.

The result concluded that there is no significant difference of perception between level of readiness and challenges encountered during modular distance learning approach when that data are grouped according to age.

7. Discussion

This study is covered by the following objectives: 1) to determine the profile of the respondents; 2) to determine the perceptions of the teachers towards the Modular Distance Learning Approach; 3) to find out the challenges encountered by the teachers with Modular Distance Learning Approach; 4) to determine the level of readiness on Modular Distance Learning Approach as perceived by the teachers; and 5) to find out if there is a significant difference between perception of readiness and challenges in terms of age.

The findings of the study for the first category which is age. Age starts in 30 below has the frequency of 26, 31-40 and 41 and above have the same frequency of 11 with overall standard deviation of 0.829, second category which is gender; there are more female respondents with 31 while Male respondents have frequency of 17 with overall standard deviation of 0.476 and the third category which is college. 9 respondents were from College of Arts and Sciences, both 7 respondents were from College of Education and College of Agriculture. Similarly, 6 respondents were from College of Fisheries and Senior High School Department, College of Computer Studies has frequency of 5 and 4 respondents came from College of Public Affair and College of Public Affair with overall standard deviation of 2.324.

For the Teacher's Perception on Modular Distance Learning Approach. All in all, the result presents that the respondents agree on the teacher's Perception on Modular Distance Learning Approach with its grand mean of 3.00 with a description of moderately agree. Table 4.3 shows the challenges encountered with Modular Distance Learning Approach, the respondents agreed on the challenges encountered with Modular Distance Learning Approach with its grand mean of 3.97 and a description of Agree. Table 4.4 shows the Level of Readiness on Modular Distance Learning Approach, the result concludes that the respondents have high level of readiness on Modular Distance Learning Approach with its grand mean of 3.51 with a description of High Readiness.

The data indicates that there is no significant difference of perception on the level of readiness when the data are grouped according to age. Thus, the data suggested that the null hypothesis is accepted.

The data also indicated that there is no significant difference of perception on the challenges encountered during modular distance learning approach when the data are grouped according to age. Thus, the data suggests that the null hypothesis is accepted.

8. Recommendation

The findings and conclusions of the study forwarded the following recommendations:

Teachers should have the courage to learn new things and explore to have new experiences for them to be more effective and efficient in times of pandemic.

Teachers should not be hesitant in asking, clarifying and taking suggestions from others who's more knowledgeable in this new set-up.

Teachers should be knowledgeable enough in dealing in any problem they may encounter during this time of pandemic.

Teachers should work collaboratively with their colleagues and heads to strengthen their relationship as well as improve their professional development.

Teachers should help their selves to overcome this kind of set-up and find ways to practice more their skills, techniques and strategies.

Administration should collaborate with the DepEd to implement more trainings, workshops and seminars for their teachers regarding the modular.

Administration should monitor the progress and development of the teachers in times of pandemic.

Heads should give time to check and validate the making of modules for the teachers to have better output.

Administration should require teachers to attend seminars and workshops to establish their professional development/growth based on the knowledge of the experts toward this kind of set-up.

Administration should encourage teachers to work hand-in-hand in all the steps and processes, such as

in the making of modules (the content and activities to be included), dealing with the students (checking and monitoring their progress of the learners).

9. Conclusions

Based on the findings of the study, it is concluded that the respondents agree on the teacher's perception on modular distance learning approach with its grand mean of 3.00 with a description of moderately agree, the respondents also agreed on the challenges encountered with Modular Distance Learning Approach with its grand mean of 3.97 and a description of agree. The result concluded that the respondents have high level of readiness on Modular Distance Learning Approach with its grand mean of 3.51 with a description of high readiness.

The data suggested that the null hypothesis is accepted for there is no significant difference between the perceptions on the level of readiness when the data are grouped according to age. The data also indicates that there is no significant difference between the teachers' perceptions on the challenges encountered during modular distance learning approach when the data are grouped according to age. Thus, the data suggested that the null hypothesis is accepted.

The result concluded that there is no significant difference of perception between level of readiness and challenges encountered during modular distance learning approach when that data are grouped according to age.

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