

# Analyzing Online and Modular Learning Perspectives in the Evolving Educational Landscape

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**Abstract:** *This research abstract presents an assessment of the perceptions of parents and learners towards online and modular learning in the junior and senior high school education setting in Baguio City. The study aimed to investigate the perceptions of both parents and learners regarding various aspects of online and modular learning. The research employed a quantitative data collection method. A structured survey questionnaire was distributed to parents and learners to gather quantitative data, and this included questions related to the time allocated for learning activities, the distribution and retrieval of modules, the effectiveness of learning assessments and activities, the delivery of learning, efficiency of the educational process, accessibility to learning materials, teaching methods, and the overall comfort of the learning experience. The survey utilized a Likert scale to measure responses, allowing for the calculation of mean ratings. In addition to the quantitative data insights were gathered through open-ended questions in the survey, where participants could provide detailed feedback and comments on their experiences with online and modular learning. The findings revealed that both parents and learners generally held positive perceptions of online and modular learning, with parents showing particularly high satisfaction with the time allocation for learning activities, module distribution, and the effectiveness of assessments. Learners, on the other hand, expressed strong satisfaction with the delivery of learning and the efficiency of the educational process. This research demonstrates the positive reception of online and modular learning among parents and learners in Baguio City, highlighting the potential effectiveness of these educational approaches in junior and senior high school settings.*

**Keywords:** online, modular, blended learning, parents, learners

## 1. INTRODUCTION

The COVID-19 pandemic forced the Philippines to halt in-person classes, disrupting the traditional education system nationwide. In response, educators developed and refined various instructional models to keep learners engaged academically during this unprecedented situation (Ceniza, 2020). To adapt to the "new normal," the Department of Education (DepEd) introduced three distinct approaches to delivering education: Distance Learning, Blended Learning, and Home Schooling (Ceniza, 2020). In Baguio City, a significant number of public schools have embraced Distance Learning as the primary mode of teaching and learning in this transformed educational landscape. As outlined by Ceniza (2020), Distance Learning took on three distinct forms: Modular Distance Learning (MDL), Online Distance Learning (ODL), and Television-Assisted Instruction. Modular Distance Learning (MDL) involved the distribution of printed learning materials to learners, with parents assuming a pivotal role in supervising their children's progress. Parents were responsible for overseeing their children's work and submitting completed assignments to designated teacher-leaders in their local communities.

Online Distance Learning (ODL), often referred to as E-learning, unfolded over the internet, requiring learners to have internet connectivity. In this mode, teachers and learners interacted virtually, engaging in synchronous or asynchronous activities. Learning materials, including documents, PDFs, and PowerPoint presentations, were shared via links, and virtual platforms like Google Meet, Google Classroom, and Zoom were commonly employed. The third platform, Television-Assisted Instruction, catered to independent learners. Public schools in Baguio City and DepEd cable community channels offered this option. The adoption of these new learning platforms sparked extensive debate, not only in Baguio but across the Philippines. Parents and learners expressed reservations about how these models could deliver quality education and provide the same learning experiences as traditional face-to-face classes. Concerns grew, and questions arose regarding the effectiveness of these platforms in ensuring a successful educational journey. Some individuals even predicted negative outcomes, such as an increase in academic dishonesty and heightened stress levels among learners. There was apprehension that parents would end up doing the majority of the work, with a 90% likelihood that parents, not their children, would complete most of the modules and assignments. However, there were also positive viewpoints, with some parents noting that these new learning platforms allowed them to closely monitor their children's academic progress and potentially steer them away from negative influences.

In the implementation of modular and online learning, parents and guardians assumed pivotal roles, acting as teachers and facilitators to guide their children through the learning materials. However, several challenges emerged. Not all parents possessed the skills and knowledge to effectively support their children in these learning sessions, despite schools providing guidance. Furthermore, many parents grappled with the demands of their jobs and other responsibilities, leaving them with limited availability to assist their children in their studies. While some families had the financial means to hire mentors, others found it challenging to balance their own commitments with guiding their children through their lessons. Some parents even had to multitask, helping their children while commuting or assisting multiple children simultaneously, adding complexity to the situation. These difficulties highlighted the multifaceted nature of parental involvement in their children's education during the era of modular and online learning. Learners with varying needs faced their own set of challenges. Beginners required more attention and support, especially since their lessons often necessitated the presence of facilitators. Monitoring was crucial to ensure their progress. Some learners showed resistance to learning from their parents or facilitators, preferring instruction from their regular teachers. Disagreements between learners and their parents or counsellors regarding teaching methods were not uncommon.

Additionally, while some learners could work independently on their modules, others struggled to grasp even a few of the prescribed lessons. Despite having support systems in place, some learners found it difficult to understand the material, hindering their progression to subsequent lessons. Meeting module submission deadlines added further pressure, especially when learners fell behind. Since the modular approach allowed learners to learn from the comfort of their homes, there was a risk that some would simply complete the modules for compliance rather than genuinely engaging with the content.

The primary aim of this study was to assess the perceptions of parents and learners regarding these learning platforms. This evaluation aimed to guide facilitators of learning in making necessary adjustments and improvements, as well as to educate parents about the nuances of these new modes of learning. By focusing on the advantages and disadvantages of online and modular learning platforms, teachers could develop strategies to mitigate the challenges posed by this evolving educational system. The "new normal" presented significant challenges, but one certainty remained: these learning platforms would continue to provide quality education to learners. As DepEd Secretary Leonor Magtolis Briones emphasized, "Learning will continue COVID or no COVID" (Ceniza, 2020). This assertion underscored the commitment to delivering education despite the challenging circumstances.

## 2. REVIEW OF RELATED LITERATURES

As per the findings of Papadopoulou in 2020, Distance Learning was an educational approach that transcended physical limitations and time constraints, relying on technology to facilitate interactions between learners and teachers. This mode of learning allowed for synchronous or asynchronous communication and offered a wide range of training opportunities within distance learning or hybrid

courses. Essentially, it encompassed any form of learning that took place without learners being physically present during lessons. In certain circumstances, this concept could also be applied to teachers, as indicated by ViewSonic in 2020. When delving into Modular Distance Learning, Kakurina's literature from 2012 reveals that the term "module," borrowed from the field of computer science, has firmly integrated into pedagogical vocabulary. It has spawned various derivatives such as modular technology, modular methods, and modular techniques, all of which revolve around the development of educational modules for different courses.

According to the insights provided by Iliago in 2021, Modular Distance Learning involves individualized instruction, allowing learners to utilize self-learning modules (SLMs) in either print or digital formats, depending on the context. Additional learning resources like learner materials, books, activity sheets, study guides, and other study materials are also incorporated. Learners can access electronic copies of these materials through computers, tablet PCs, smartphones, or other media such as CDs, DVDs, USB storage, and computer-based applications. The responsibility of monitoring learners' progress falls on the teacher, and learners can seek assistance from the teacher through various communication channels like email, telephone, or text messaging. Ideally, teachers may conduct home visits for learners in need of special attention, with the involvement of family members or community stakeholders, as emphasized by Iliago in 2021.

In essence, Modular Learning, a form of distance learning, employs Self-Learning Modules (SLMs) aligned with the most essential learning competencies (MELCs) established by DepEd. These modules encompass motivation and assessment sections, providing comprehensive guidance for both teachers and learners striving for proficiency. Teachers monitor learners' progress, which may include home visits adhering to social distancing protocols, feedback mechanisms, and tailored guidance for those requiring special support, as noted by Pilgrim in 2017. According to Hornby, as mentioned in (Yoseph and Mekuwanint, 2015) and Malik (2012), the module was a unit of work in an almost self-directed teaching course and a teaching method based on developing skills and knowledge in discrete units. Therefore, a module was a course that together with other related courses can develop a particular area of specialization. Each unit or module was a measured portion of an extended learning experience that leads to a specified qualification (s) "where a designated number, and standard order, of units or modules was necessary."

Moreover, (French, 2015) and (Kamakshi, 2011) stated that in contrast to the linear degree program consisting of a sequence of topics, modularized degrees tend to consist of stand-alone, independent units that can be executed in different orders and accumulated at different speeds. It was associated with the notion of transmitting knowledge in pieces of "bite bite" and, therefore, lends to shortened and intensive modes of delivery (French, 2015). The modular approach to teaching enables the learner to gain control over his or her learning and to take greater responsibility for learning. This requires more maturity on the part of the learner, the modules were more suitable for older learners. In the modular approach, all the skills needed to perform are closely related.

Furthermore, the concept of modularization in education places learners at the heart of the teaching and learning process. It promotes an active classroom environment where learners actively participate in knowledge development, marking a shift in the teacher's role from knowledge dissemination to facilitating learner learning. Modularization necessitates ongoing monitoring and evaluation of learners' progress throughout the module or course. Effective continuous assessment practices empower educators to make teaching and learning adjustments based on assessment evidence, providing learners with valuable feedback and guidance for improvement. In essence, the implementation of a modularized curriculum in Ethiopian higher education institutions should emphasize active learning and continuous assessment, as highlighted by the Ministry of Education in 2013.

Sebullen study in 2023 characterizes Modular Learning as the most popular form of Distance Learning. In the Philippines, this learning approach has been adopted by all public schools. According to a Department of Education (DepEd) survey, parents with children enrolled in the current academic year have shown a strong preference for learning through printed and digital modules. This preference is particularly significant in rural areas with limited internet access. Teachers are tasked with monitoring learners' progress, and learners can seek assistance through various communication channels, such as

email, telephone, or text messaging. In some cases, teachers may even conduct home visits to provide support to learners in need, as described by Llego in 2020.

With education no longer confined to the school premises, teachers' partners in education are parents. Parents assume a crucial role as facilitators of learning at home. In the context of modular learning, their primary responsibility is to establish a connection with their child and provide guidance, as emphasized by Sebullen (2023).

According to the Department of Education (DepEd) in 2020, parents and guardians are assigned specific roles in the context of modular learning. They are designated as Module-ators, Bundy-watchers, and Home Innovators. As Module-ators, they collect and submit printed Self-Learning Modules (SLMs) from and to schools or barangay halls at agreed-upon intervals. In the role of Bundy-watchers, they oversee their child's schedule or workweek plan, ensuring that it is followed meticulously to prevent last-minute cramming or submission delays that could impact the child's performance. Lastly, as Home Innovators, parents create a conducive learning environment for their child, providing a well-lit, well-ventilated, and minimally distracting space within their home to enhance their child's focus on learning.

### 3. METHODOLOGY

This study utilizes a quantitative approach, which gathers pertinent information through a descriptive-survey method that pays attention to comprehending and deciphering the significance participants and to understand the perception of parents and learners on different platforms used in navigating the new normal. The study involved a total of fifty-two (52) learners and fifty (50) parents from different public schools in Baguio City. Purposive sampling method specifically snowball technique method was used. This study used a survey questionnaire which were validated by the experts in the field.

### 4. RESULTS AND DISCUSSIONS

Presented in Table 1.a is the data on the perception of learners toward modular and online learning of junior and senior high school learners of Baguio City in terms of delivery of learning. The mean ratings are as follows: the learning materials that are given fit my academic and learning needs (4.6) with very good interpretation, the learning materials given by the teachers are clearly understandable (4.5) with very good interpretation, I find it hard to learn in this platform (4.2) with good interpretation, I doubt that these platforms can ensure quality learning (4.1) with good interpretation it's easy for me to learn in this platform (3.4) with good interpretation. The overall mean rating is (4.16) with good interpretation which means that the learners have good perceptions toward modular and online learning in terms of delivery of learning.

**Table 1. A Perception of Learners in Terms of Delivery of Learning**

Items	Mean	Descriptive Interpretation
1. It's very easy for me to learn in this platform.	3.39	Good
2. The learning materials given by the teachers are clearly understandable.	4.4	Very Good
3. I find it hard to learn with these platforms.	4.2	Good
4. I doubt that these platforms can ensure quality learning.	4.1	Good
5. The learning materials that are given fit my academic and learning needs.	4.5	Very Good

Presented in table 1.b was the data on the perceptions of learners toward modular and online learning of junior and senior high school learners of Baguio City in terms of teaching process. The mean ratings as follows: the lessons given were easy to understand (4.3) with good interpretation, the teachers provided clear instructions (4.3) with good interpretation, the teachers often use simple words that were easy to understand (4.2) with good interpretation, the lessons did not match the given activities (3.4) with fairly good interpretation, the explanations were confusing (3.3) with fairly good interpretation. The overall mean was (3.9) with good interpretation which means that the learners have good perception toward online and modular learning in terms of teaching process.

Presented in table 1.c is the data on the perception of learners towards modular and online learning of junior and senior high school learners of Baguio City in terms of comfortability of learning. The mean rating was as follows: I find learning easier with these new modes of learning (4.3) with good interpretation, answering module makes me comfortable (4.2) with good interpretation, the deadlines stress me (3.8) with good interpretation, the workload was manageable (3.4) with good interpretation, the modular trigger and negative effects in my mental and physical health (3.4) with good interpretation. The overall mean is (3.82) with good descriptive interpretation. This only means that the learners have good interpretation toward online and modular learning in terms of comfortability.

**Table 1. B Perception of Learners in Terms of Teaching Process**

Items	Mean	Descriptive Interpretation
1. The lessons given are easy to understand.	4.2	Good
2. The teachers provided clear instructions.	4.2	Good
3. The teachers often use simple words that are easy to understand.	4.2	Good
4. The explanations are confusing.	3.2	Fairly Good
5. The lessons did not match the given activities.	3.3	Fairly Good

The findings suggest that learners in Baguio City generally perceive online and modular learning as comfortable; however, the stress related to deadlines and potential negative effects on mental and physical health warrant attention to ensure a balanced and supportive learning environment.

**Table 1. C Perception of Learners in Terms of Comfortability**

Items	Mean	Descriptive Interpretation
1. I find learning easier with these new modes of learning.	4.5	Good
2. Answering module makes me comfortable	4.1	Good
3. The deadline stresses me.	3.3	Fairly Good
4. The workload is manageable	4	Good
5. The modules trigger negative effects in my mental and physical health.	3.9	Fairly Good

Presented in table1.d is the perception of learners toward modular and online learning of junior and senior high school learners of Baguio City. The mean rating was as follows: I have positive outlook towards learning with this mode of learning (4.4) I got higher grades in this platform (4.3) I find traditional learning more efficient compare to online and modular learning (4.0) I did lots of improvement in contrast with face-to-face learning (4.1) the result of my academic performance was

decreasing (3.7). The overall mean rating is (4.1) with good interpretation which means that the learners have a good interpretation toward online and modular learning in terms of efficiency. However, another study revealed that college students in Baguio City are least ready for the new normal learning, which includes online learning, blended learning, face-to-face learning, and modular/distant learning due to lack of resources and knowledge (Sebullen, 2023). A study on senior high school students' satisfaction with blended learning showed that the level of student satisfaction with blended teaching-learning modality is high (Sebullen, 2023). Meanwhile, a study on students' perception of e-learning revealed that female respondents have higher mean ratings than male respondents, which may reflect those female respondents are more serious in their studies even through online platforms (Sebullen, 2023).

**Table 1. D Perception of Learners in Terms of Efficiency**

Items	Mean	Descriptive Interpretation
1. It is easier for me to pick up and return my modules in the designated area.	4.2	Good
2. I can work with my modules anytime and anywhere.	4.3	Good
3. My location affects my learning.	4.1	Good
4. I find it hard to look for a peaceful place to answer my modules.	3.7	Good
5. I am perfectly capable of answering my modules anywhere and anytime	4.8	Good

The findings suggest that learners Baguio City generally have a positive outlook and perceive online and modular learning as an effective mode of education, as indicated by the high mean ratings for positive outlook and the perception of improved grades. However, the acknowledgment of traditional learning as more efficient and a slight decrease in academic performance raise questions about optimizing the efficiency and effectiveness of online and modular learning to maintain or enhance academic outcomes. This underscores the need for ongoing improvements and adaptations in the implementation of these modes of education to meet the diverse needs and preferences of learners while ensuring academic rigor and success.

Presented in Table1.a is the data on perception of parents towards modular and online learning of junior and senior high school learners of Baguio City in terms of Distribution and Retrieval of Modules. The mean ratings were as follows: the teachers distribute the modules on time (4.8) with very good interpretation, there were no problems encountered in receiving the modules from the teachers (4.6) with very good interpretation, the retrieval of modules was well organized and not confusing (4.4) with good interpretation, the quality of the modules were intact and in good conditions (4.2) with good interpretation, the teachers that retrieve the modules of my child arrive on time (4.1) with good interpretation. The overall mean rating is (4.42) with good interpretation, which means that the parents have good perceptions toward online and modular learning in terms of the distribution and retrieval of modules.

**Table 1. A Perception of Parents in Terms of Distribution and Retrieval of Modules.**

Items	Mean	Descriptive Interpretation
1. The teachers distribute the modules on time.	4.8	Good
2. There are no problems encountered in receiving the modules from the teachers.	4.5	Very Good
3. The quality of the modules are intact and in good condition.	4.2	Good

4. The teachers that retrieve the modules of my child arrive on time.	4.1	Good
5. The retrieval of module is well organized and not confusing.	4.4	Good

Presented in table1.b is data on the perceptions of parents toward of modular and online learning of junior and senior high school learners of Baguio City in terms of Time Allotment. The mean ratings were as follows: the teachers provide enough time for my child to complete their modules (4.5) with good interpretation, the teachers give extensions when the learners cannot finish their modules on time (4.4) with good interpretation, my child was able to fulfil their tasks on the time allotted by the teachers (4.3) with good interpretation, the time for modules does not interfere with my child’s time at home (4.0) with good interpretation, my child has lost their time management skills because of modules (3.2) with fairly good. The overall mean rating was (4.08) with good interpretation which means that the parents have good perception toward online and modular learning in terms of the Time Allotment for Learning Activities.

The positive perception of parents regarding the time allotment for learning activities in online and modular learning, as indicated by the high overall mean rating (4.08), suggests that this aspect of the educational approach is well-received, potentially contributing to a conducive learning environment for learners while minimizing interference with their home life.

**Table 1. B Perception of Parents In Terms of Time Allotment for Learning Activities.**

Items	Mean	Descriptive Interpretation
1. The Teacher provide enough time for my child to complete their modules.	4.5	Good
2. My child is able to fulfil their tasks on the time allotted by the teachers.	4.3	Good
3. The teachers give extensions when the learners cannot finish their modules on time.	4.3	Good
4. The time for modules does not interfere with my child’s time at home.	4.4	Good
5. My child has lost their time management skills because of modules.	3.1	Fairly Good

Presented in Table1c was the data on the perceptions of parents toward modular and online learning junior and senior High School learners of Baguio City in terms of Learning Assessments and Activities. The mean ratings as were followed: the assessments given by the teachers help my child improve (4.4) with good interpretation, my child finds the activities helpful in their education (4.2) with good interpretation, the assessments give my child the opportunity to reflect what they learned (4.2) with good interpretation, the assessments were easy to understand (4.0) with good interpretation, my child can answer all of their activities without difficulty (3.7) with fairly good interpretation. The overall mean rating was (4.1) with good interpretation which means that the parents have good perception toward online and modular learning in terms of the Learning Assessments and Activities.

The positive perceptions of parents towards online and modular learning, particularly in terms of learning assessments and activities, as demonstrated by the mean ratings in Table 1c, suggest that these instructional methods are well-received and effective for junior and senior high school learners at Baguio City. This implies that educational institutions should continue to invest in and refine these online and

modular learning approaches, considering them as viable alternatives or complementary methods to traditional in-person education.

**Table 1. C Perception of Parents In Terms of Learning Assessments and Activities.**

Items	Mean	Descriptive Interpretation
1. The assessments given by the teachers help my child improve.	4.4	Good
2. The assessments are easy to understand.	4.2	Good
3. My child finds the activities helpful in their education.	4.1	Good
4. My child can answer all of their activities without difficulty.	4.6	Good
5. The assessments give my child the opportunity to reflect on what they learned.	4.1	Good

### FINDINGS, CONCLUSIONS, RECOMMENDATIONS

#### Findings

Based on the gathered data and analysis of the results, the following major findings were presented:

1. The overall perception of parents toward online and modular learning of junior and senior high school learners from Baguio City had a mean rating of (4.2) which has a good descriptive interpretation. This value was obtained based on the following indicators and their corresponding ratings: time allotment for learning activities (4.8) with good descriptive interpretation, distribution and retrieval of modules (4.42) which has a good interpretation and learning assessments and activities (4.1) which has good interpretation.
2. The perception of learners toward online and modular learning of junior and senior high school learners of Baguio City has an overall mean of (3.9) which has a good descriptive interpretation. The value was obtained from the following indicators and their corresponding mean ratings: delivery of learning (4.16) with good interpretation, efficiency (4.1) which has good descriptive interpretation, accessibility (3.9) with good interpretation, teaching process (3.9) which has good descriptive interpretation and comfortability (3.82) with good interpretation.

#### Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Distribution and retrieval of modules has the highest rating based from the parent's perception toward online and modular learning of Baguio City which has overall mean of 4.42 with good interpretation that implies teachers distribute the modules of the learners on time and follows a systematic and organized manner of delivering and distributing modules.
2. Good perception was recorded in terms of learning assessment and activities. This only indicates that the parents are contented and believe that the learning assessments and activities given by the teachers are truly beneficial for their children's development;
3. The parents have a good perception toward online and modular learning platforms. This clearly means that the parents of the respondents have a positive outlook as to the platforms. The materials that were given to learners sustain their academic needs likewise developed their skills through distance learning. The delivery of learning has the highest rating based from the learner's perception toward online and modular learning of junior and senior high school learners from Baguio City that has a good interpretation which implies that the learners are satisfied with the platforms' process of teaching. Good interpretation was listed in the perception of learners in terms of efficiency. This only implies that the learners are satisfied with their improvements with these platforms.
4. Learners have good perception toward the platforms' teaching process which implies that the learners are satisfied with the explanations, and activities given by the teachers.



5. Learner's comfortability which has a good descriptive interpretation. This only shows that the learners find online and modular learning comfortable and stress free.
6. The learners have good perception toward online and modular learning platform.

### **Recommendations**

With the findings and conclusion from the data gathered, we highly recommend the following:

1. During the conduct of distance learning both modular and online, inform parents of their duties and responsibilities as facilitators of learning. The development of the child depends highly on how well they interact with the child in learning.
2. Learners should be cognizant of the basic skills that they need in order to cope up with the lessons and activities presented in the instructional materials.
3. There should be a well-established communication between parent to teachers and learner to teacher in order to help the learners improve their learning during the implementation of the distance learning.
4. Continuous systematic delivery and distribution of modules should be observed.
5. Teachers should continue to provide instructional materials that suits the learners needs and activities which focuses on active learning.
6. Adjustment of teaching style to learners that could not cope up should be done by teachers as well.

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