

The Use of Modular and Blended Learning Modalities: Basis for the Development of Learning Activity Sheets

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Abstract— This research determined the level of performance of pupils using the Modular and Blended Learning Delivery Modalities as revealed in their Mean Percentage Scores (MPS) and grade in the Filipino subject. As an innovation, intervention, and strategy of this study, the researcher spearheaded the development and validation of Learning Activity Sheets (LAS) in Filipino using the Visual, Audio, Reading/Writing, and Kinesthetic (VARK) Learning Cycle Model. These instructional materials will strategically supplement the delivery of learning modalities. This study was conducted in Pagadian City Pilot School, Division of Pagadian City which adopted the two learning delivery modalities. The purposive sampling technique selected the sixty (60) pupils, each under the two modalities. The level of academic performance of the pupils on the use of Modular Learning Delivery Modality revealed to be closely approximating mastery with very satisfactory performance in terms of their grade in the Filipino subject. Similar levels were observed for learners under the Blended Learning Delivery Modality. However, the testing of the difference between the level of performance of pupils on the two Learning Delivery Modalities revealed that there is a significant difference in pupils' performance in learning Filipino in favor of the Modular Learning Delivery Modality. These outcomes signify that the level of academic performance of the pupils could still be improved. Thus, intervention and strategic plan can be developed to navigate further the successful implementation of these modalities.

Keywords— Academic Performance in Filipino, Learning Activity Sheets, Modular and Blended Learning Modalities.

I. INTRODUCTION

The outbreak of the new strain of coronavirus infection known as COVID-19 originated at Huanan Seafood Market in Wuhan City of China in December 2019 (WHO, 2020), and within a couple of months, it has turned out to be a global health emergency. It has rapidly affected thousands of people who are sick or killed due to this disease's spread. The COVID-19 pandemic also resulted in widespread disruption such as travel restrictions, closure of schools, and global economic recession.

To slow the spread of the virus and prevent infections, most countries have temporarily closed educational facilities (Tria, 2020). The school's face-to-face contact of pupils and staff has also been halted. Presently, the Philippines is adapting to the new normal system of education. And the active involvement of stakeholders, continuous interventions, and innovations in the academe are the driving force for the desired outcomes. During the pandemic, the Department of

Education implemented the Modular Distance Learning to ensure learning continuity.

It is general knowledge that education plays a vital role in the country and is the key to becoming productive citizens. That is why parents are toiling every day to earn money just to provide for the needs of their family members sustainably. Due to the COVID-19 pandemic, the present education system has encountered challenges in delivering quality basic education. Consequently, the holding of face-to-face classes in schools is halted following the prohibitions and implementation of General Health and Safety Protocols to avoid spreading the virus. Thus, the School Year 2020-2021 shifted and strategized to distance learning delivery modality. The education system is tremendously affected by the COVID-19 outbreak. But despite this, the Department of Education is still adamant about delivering quality basic education to all. School institutions are doing their best to analyze the appropriate and effective modality to be implemented in this current school year. The Department of Education considered different learning delivery modalities such as Online Learning, Modular Distance Learning, Blended Learning, Radio-Based Instruction, and TV-Based Instruction.

Identifying the suitable modality was done through a survey using the Learners Enrolment Survey Form (LESF). The parents/guardians choose and decide the modality that is applicable and best for their children. Based on survey results, Modular Distance Learning (MDL) is the modality most parents and guardians prefer. But how prepared for modular distance learning delivery are the parents, learners, or education sector? How do they adapt to this system of learning? By and large, the shift of the teaching-learning delivery in schools to modular distance learning made it more challenging and demanding for the school personnel. That is why DepEd leaders are constantly finding ways to address the issues, especially on capacitating the school heads and teachers to become more effective in delivering modular distance learning. As front liners in the educational system, they have undergone various training and seminars to be more equipped to provide better education amid the COVID-19 pandemic.

It is already a given that the department continuously trains teachers for personal growth and professional development to become ready for unexpected circumstances. Identified teaching personnel and the Education Program Supervisors

prepared modules starting in May 2020 in all subjects for all grade/year levels across four quarters according to the "Most Essential Learning Competencies (MELCS)." The said self-learning modules are learning packets or packages comprising pre-test, discussion, and a series of evaluation/assessments designed for independent learning. They are distributed to all learners and retrieved as scheduled to monitor how they fared in modular learning modality. The class schedule will guide the learners on their learning plan. They will identify the modules per subject that they have to study and learn every week. Textbooks, reference books, and other instructional materials in every school are also ready for distribution as additional learning guides.

However, difficulties in reading and writing instruction are common issues, particularly for the Kindergarten to Grade Three classes. Reading and writing are necessary for these stages, and the modules cannot guarantee building the skills' fundamentals. At this level, actual discussion is essential. Still, because of the restrictions imposed on face-to-face contact, other Schools Division Office provided interventions by organizing a group composed of teachers to prepare and record videos in accordance with the content of some self-learning modules. These pre-recorded videos were stored in a USB or CD and distributed to the K-3 parents/guardians. These instructional materials will be shown to their kids as part of the teaching-learning process.

The Department of Education (DepEd) continuously addressed the challenges and issues in basic education this school year 2020-2021 through the implementation of the Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. The BE-LCP is in consonance with the mandate of Section 1, Article XIV of the 1987 Constitution, enjoining the state to promote and protect the right of all Filipino citizens to quality education at all levels. The tall order of the state is to deliver accessible and quality education to all by taking appropriate steps. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, vested DepEd with the accountability and authority for ensuring access to, promoting equity in, and improving the quality of basic education under Section 6, Chapter 1. Hence, the BE-LCP intends to ensure the health, safety, and well-being of the teachers, learners, and other school personnel during COVID-19, while finding ways and means for education to thrive amidst the pandemic. The BE-LCP has been designed and aligned with a framework responsive to the needs of the learners while upholding the constitutional mandate to always uphold the right of all citizens to quality education (Pimentel-Tibon, 2020).

Despite the DepEd's effort to continue delivering basic education services to all the learners amidst the threat of COVID 19, still, some people are not sold out with the good intentions behind the utilization of blended learning as the new learning delivery modality. Because of this unfavourable feedback, the researcher was prompted to conduct this investigation to find out the real stand of teachers about the new landscape of education in our country.

The teaching and learning environment embrace several innovations, and some of these involve the use of technology

through blended learning. This innovative pedagogical approach has been embraced rapidly though it goes through a process. The introduction of blended learning initiatives (a combination of face-to-face and online teaching and learning) is one of these innovations, but its uptake, particularly in developing countries, confronts hurdles if it is to be a successful teaching and learning innovation. Blended learning effectiveness has quite a several underlying factors that pose challenges. One major problem is determining how users may effectively use technology while also ensuring participants' commitment, given the unique features of each learner and their prior experiences with technology (Hofmann, 2014). Users who have problems with technology, according to Hofmann, may forsake their learning and, as a result, technological applications may fail.

In an Oxford Group (2013) report, some learners (16%) had negative attitudes to blended learning while 26% were concerned that learners would not complete study in blended learning. Learners are essential partners in any learning process. Therefore, their backgrounds and characteristics affect their ability to learn effectively, and being in blended learning, the design tools to be used may influence the effectiveness of their learning. The disadvantages include greater self-discipline and self-motivation required for students, increased preparation time and lack of concrete rewards for teachers and staff, and more significant administrative resources needed to track students and operate multiple modules.

As an output of this study, the researcher spearheaded the development and validation of Learning Activity Sheets (LAS) in Filipino using the Visual, Audio, Reading/Writing, and Kinesthetic (VARK) Learning Cycle Model. These instructional materials will strategically supplement the delivery of modular and blended learning delivery modalities. Designing differentiated learning activity sheets based on the learning preferences or styles of the pupils, such as visual, audio, reading/writing, and kinesthetic skills can be helpful in fostering academic success, especially in the new normal setup. Research findings revealed that differentiated instruction sustains learners' interest, engagement, and confidence towards learning (Ninada, 2005).

Research Questions

The study aims to determine the level of performance of pupils in Filipino on the use of modular and blended learning delivery modalities to facilitate learning in the new normal situation. It intends to answer the following questions:

1. What is the level of performance of pupils on the use of Modular Learning Delivery Modality as revealed in their Mean Percentage Scores (MPS) and grade in the Filipino subject?
2. What is the level of performance of pupils on the use of Blended Learning Delivery Modality as revealed in their Mean Percentage Scores (MPS) and grade in the Filipino subject?
3. Is there a significant difference between the level of performance of pupils on the two Learning Delivery

Modalities as revealed in their Mean Percentage Scores (MPS) in the Filipino subject?

4. Is there a significant difference between the level of performance of pupils on the two Learning Delivery Modalities as revealed in their grade in the Filipino subject?

5. What learning activity sheets (LAS) can be developed using the VARK learning style model?

Significance of the Study

The importance of this study was to supplement the learning experiences of the learners in the new normal by making it more effective and meaningful through the learning activity sheets using the Visual, Audio, Reading/Writing, and Kinesthetic (VARK) Model. Thus, this study is essential in ascertaining the basis for formulating policies and plan interventions that would aid in strengthening the usefulness of the use of different learning delivery modalities in the present landscape of education.

Scope and Delimitation of the Study

The study was delimited primarily to determine the effectiveness of using modular and blended learning modalities as a basis for the development of learning activity sheets using the VARK Model. This research was conducted at one of the public elementary schools of Pagadian City Division, Philippines which adopted modular and blended learning delivery modalities in facilitating learning to pupils in the new normal situation during the school year 2020-2021. The two groups of pupils were chosen as research subjects following the descriptive-comparative research design to compare the level of performance of pupils in Filipino using modular and blended learning delivery modalities in the new normal situation.

II. LITERATURE REVIEW

Modular learning is the most widely used modality of distance education. This learning modality is currently used by almost all public schools in the Philippines. Learning through printed and digital modules emerged as the most favoured distance learning mode of parents with children enrolled this academic year, according to studies conducted by the Department of Education (DepEd) (Bernardo, 2020). This option also considers the learners in rural areas where the internet is not accessible for online learning.

Distance Learning refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote during instruction. This modality has four types: Modular Distance Learning (MDL), Online Distance Learning (ODL), TV/Radio-Based Instruction, and Blended Learning Modality (Quinones, 2020).

The teacher monitors the improvement of the learners in distance learning. The learners may seek help from the teacher through various communication platforms. The teacher could also employ home visitation to learners for assistance and remediation if the condition and protocols permit (Llego, n.d.). The printed Self-Learning Modules (SLMs) will be delivered to students, parents, or guardians by the teachers or through the Local Government Officials. Since classes are no longer

held within the premises of the school, parents serve as para-teachers in the learning process. Parents play a crucial role as home facilitators. Their primary function in modular learning is to establish a connection and guide the child. (FlipScience, 2020).

Parents and guardians perform various roles in Modular Learning such as Module-ator, Bundy-clock, and Home Innovator as emphasized by the Department of Education (DepEd). As a Module-ator, they are responsible for collecting and submitting printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the start and conclusion of each week, as agreed by the parents and the school. They must examine their child's timetable or weekly plan as a Bundy-clock. Due to the large number of subjects or activities to be completed, they must ensure that all procedures are followed to avoid cramming or delays in submission, which could negatively impact the child's performance. Finally, as a Home Innovator, they must establish a productive learning atmosphere for their child in order to assist them focus more on learning. It must be a well-lit, well-ventilated place with little or no distractions in the house. The utilization of Self-Learning Modules (SLMs) promotes independent and self-paced study. One of the positive effects of using modules is the self-development of learning skills acquisition of better self-study. Students develop a sense of responsibility in accomplishing the learning activities. The learners progress on their own with little assistance from their parents or guardians. Thus, they are empowered how to learn (Nardo, 2017). Other advantages of modular instruction include flexibility, more varied learning environments, and increased adaptability of instructional materials.

Learner satisfaction was noted as a decisive factor for the effectiveness of online and blended learning environment (Wilging & Johnson, 2009). Pavlidis, Islam, Mouratidis, and Kearney (2014) highlighted that the users may be dissatisfied with an information system due to ease of use. In addition, dissatisfaction resulted from technical difficulties and ambiguous instruction (Hara & Kling, 2001). Blocker and Tucker (2001) also emphasized that learners had difficulties with e-learning and blended learning. Further, Swan (2001) indicated that student-teacher interaction strongly related to student satisfaction and high learner-learner interaction resulted in higher levels of course satisfaction. Naaj, Nachouki, and Ankit (2012) pointed that the learners were satisfied with technology, a video-conferencing component of blended learning.

In this context, parents/guardians play a vital role in this academic endeavour's successful outcome and partnership. Their moral support and educational guidance will motivate the kids to study and work hard to learn. In the context of the new normal, school personnel, parents, and other support group join forces to facilitate learning. This scenario will empower the learners to acquire the best quality education they deserve (Bagood, 2020).

The use of modules encourages independent and self-paced learning. Students engage themselves in learning the concepts embedded in the module. They are empowered learners who develop a sense of responsibility in

accomplishing the learning activities with little assistance from their parents or guardians (Nardo, 2017). Other advantages of modular instruction include flexibility, more varied learning environments, and increased adaptability of instructional materials.

III. METHOD

Research Design

This study employed descriptive-comparative research design to compare the level of performance of pupils in Filipino using modular and blended learning delivery modalities in the new normal situation. A descriptive-comparative design is appropriate for existing intact units for comparison and does not involve manipulating an independent variable (Cantrell, 2011). It is mostly used when the purpose of the investigation is to describe the characteristics of the individual or events and compare the variables describing the research sample as they naturally exist (Siedlecki, 2020).

Research Participants

The purposive sampling technique was employed to select the sixty (60) pupils under the Modular Learning Delivery Modality class and another sixty (60) pupils from the Blended Learning Modality. The research subjects were chosen purposively based on their final Filipino grade comparability as of the previous school year 2019-2020. This ensures that the pupils in the two intact groups have an equivalent level of performance in the Filipino subject before gathering data in the new normal setup. A total of one hundred twenty (120) pupils were considered as the research participants. These pupils are presently enrolled in Pagadian City Pilot School, Pagadian City, the School Year 2020-2021.

Research Measures

The researcher utilized the Mean Percentage Score (MPS) and grades of pupils in Filipino during the 1st Quarter, the School Year 2020-2021, as the essential data in conducting this study. To determine the level of performance in Filipino in terms of their mastery level, the Mean Percentage Score (MPS) and its descriptive equivalent below, taken from DepEd Memorandum No. 160, s. 2012 was used.

MASTERY/ACHIEVEMENT LEVEL	
MPS	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 – 4%	Absolutely No Mastery
LEARNER’S PROGRESS AND ACHIEVEMENT	
Grading Scale	Descriptors
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

To determine the level of performance in Filipino in terms

of their grade during the first quarter, the grading scale and the descriptors below, taken from DepEd Order No. 8, s. 2015 was utilized.

IV. RESULTS AND DISCUSSIONS

Level of academic performance of the pupils on the use of Modular Learning Delivery Modality

Table 1 shows that the level of academic performance of the pupils on the use of Modular Learning Delivery Modality revealed to be closely approximating mastery ($MPS = 88.98\%$). Besides, the academic performance in terms of their grade in the Filipino subject indicated a Very Satisfactory rating ($GPA = 89.28\%$). These results suggest the successful delivery of basic education services to all the learners using the Modular Learning Delivery Modality amidst the threat of COVID-19. With little or no assistance from others, indeed, the learners are empowered to progress on their own (Nardo, 2017). However, there is still room for improvement in students' performance, as the figures signify.

TABLE 1. Level of academic performance of the pupils on the use of Modular Learning Delivery Modality as revealed in their Mean Percentage Scores (MPS) and grade in the Filipino subject (N = 60).

Variable	MPS/GPA	SD	Descriptive Equivalent
Academic Performance in terms of Mean Percentage Score in the Filipino subject	88.98	1.63	Closely Approximating Mastery
Academic Performance in terms of their grade in the Filipino subject	89.28	3.36	Very Satisfactory

MPS Scale: 96 – 100% = Mastered; 86 – 95% = Closely Approximating Mastery; 66 – 85% = Moving Towards Mastery; 35 – 65% = Average; 15 – 34% = Low; 5 – 14% = Very Low; 0 – 4% = Absolutely No Mastery
GPA Scale: 90 – 100 = Outstanding; 85 – 89 = Very Satisfactory; 80 – 84 = Satisfactory; 75 – 79 = Fairly Satisfactory; and Below 75 = Did Not Meet Expectations

TABLE 2. Level of academic performance of the pupils on the use of Blended Learning Delivery Modality as revealed in their Mean Percentage Scores (MPS) and grade in the Filipino subject (N = 60).

Variable	MPS/GPA	SD	Descriptive Equivalent
Academic Performance in terms of Mean Percentage Score in the Filipino subject	88.02	2.59	Closely Approximating Mastery
Academic Performance in terms of their grade in the Filipino subject	86.93	3.28	Very Satisfactory

MPS Scale: 96 – 100% = Mastered; 86 – 95% = Closely Approximating Mastery; 66 – 85% = Moving Towards Mastery; 35 – 65% = Average; 15 – 34% = Low; 5 – 14% = Very Low; 0 – 4% = Absolutely No Mastery
GPA Scale: 90 – 100 = Outstanding; 85 – 89 = Very Satisfactory; 80 – 84 = Satisfactory; 75 – 79 = Fairly Satisfactory; and Below 75 = Did Not Meet Expectations

Level of academic performance of the pupils on the use of Blended Learning Delivery Modality

Table 2 shows that the level of academic performance of the pupils on the use of Blended Learning Delivery Modality divulged to be closely approximating mastery ($MPS = 88.02\%$). Moreover, the academic performance in terms of their grade in the Filipino subject designated Very Satisfactory rating ($GPA = 86.93\%$). These results signify the positive

implementation of Blended Learning Delivery Modality during the COVID-19 pandemic. Nevertheless, the level of academic performance of the pupils could still be improved further using the said modality.

Testing the difference between the level of performance of pupils on the two Learning Delivery Modalities as revealed in their Mean Percentage Scores (MPS).

By employing the Independent Samples t-test, Table 3 establishes that there is a significant difference in pupils' performance in learning Filipino. The table ($t\text{-value} = 2.444$; $p\text{-value} < .05$) exposes those learners who are learning independently using Modular Learning Delivery Modality have significantly better academic performance than those pupils under Blended Learning Delivery Modality in terms of their Mean Percentage Scores (MPS).

Distance learning is a type of learning that takes place between a teacher and students who are geographically separated at the time of teaching (Quinones, 2020). Modular learning is the most popular type of distance learning. In fact, as of School Year 2020-2021, all public elementary schools in the Division of Pagadian City employed printed modular distance modality except one school, which offered a blended learning modality. This aftermath is consistent with the survey conducted by the Department of Education (DepEd) that learning through printed and digital modules emerged as the most preferred distance learning method of parents (Bernardo, 2020). The outcomes implied that the modular distance modality under the Alternative Delivery Mode (ADM), as defined in Republic Act No. 10618, remains to be effective amidst the distractions of the COVID-19 pandemic (Alternative Delivery Mode Learning Resource Standards, 2020).

TABLE 3. Testing the difference in academic performance of the pupils in Filipino in terms of their Mean Percentage Scores (MPS) using Modular and Blended Learning Delivery Modalities utilizing independent t-test.

Variable	Mean	SD	t-value	p-value	Remarks
Using Modular Learning Delivery Modality	88.98	1.63	2.444	0.016	With Significant Difference
Using Blended Learning Delivery Modality	88.02	2.59			

* Significant at the 0.05 level

Since education under modular learning modality is no longer held within the premises of the school, parents serve as para-teachers in the learning process. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child (FlipScience, 2020). The teacher takes the responsibility of monitoring the progress of the learners (Llego, n.d.). The results of this study signifying that there is a significant difference in pupils' academic performance in terms of their Mean Percentage Score (MPS) warrant the claim that the use of modules encourages independent study and development of a sense of responsibility in accomplishing the tasks provided in the module (Nardo, 2017).

Testing the difference between the level of performance of pupils on the two Learning Delivery Modalities as revealed in their 1st quarter grade in Filipino.

By employing the Independent Samples t-test, Table 4 displays that there is a significant difference in pupils' performance in learning Filipino in terms of their grade point average in the subject area. The table ($t\text{-value} = 3.878$; $p\text{-value} < .05$) reveals those learners who are learning independently using Modular Learning Delivery Modality have a significant level of academic performance than those pupils under Blended Learning Delivery Modality in terms of their 1st quarter grade in Filipino. This outcome is parallel and consistent with the comparison on academic performance in terms of the Mean Percentage Scores (MPS). Thus, sufficient evidence claims that Modular Distance Learning is significantly better than Blended Learning Delivery Modality.

TABLE 4. Testing the difference in academic performance of the pupils in Filipino in terms of their 1st quarter grade using Modular and Blended Learning Delivery Modalities utilizing independent t-test.

Variable	Mean	SD	t-value	p-value	Remarks
Using Modular Learning Delivery Modality	89.28	3.36	3.878	0.000	With Significant Difference
Using Blended Learning Delivery Modality	86.93	3.28			

* Significant at the 0.05 level

Amidst the disruptive effects of the COVID-19 pandemic in the educational system, the Philippines is thriving through the implementation of modular distance learning modality to the new normal form of education at present. This adaptation of the Department of Education is anchored on the fulfillment of its vision and mission, which is to provide quality and inclusive education to every Filipino learner through modular distance learning (Tria, 2020). Based on the findings of this study, the implementation of blended learning modality, which is a mixture of printed or digitize modules that will be given to the students, and occasionally a teacher schedules a synchronous/asynchronous online teaching with the students for follow up and reinforcement of learning, is not at par as compared to pure modular distance modality. Thus, an intervention plan can be developed to navigate further the successful implementation of these modalities. Indeed, strengthening educational planning and thorough monitoring and evaluation are crucial in providing inclusive, relevant, and quality basic education during the pandemic (Tria, 2020).

Development, Validation, and Utilization of Learning Activity Sheets (LAS) using the VARK Learning Cycle Model: An Intervention, Innovation, and Strategy

The development and validation of Learning Activity Sheets (LAS) using the Visual, Audio, Reading/Writing, and Kinesthetic (VARK) Learning Cycle Model, which are teacher-made supplementary materials, was employed to boost pupils' learning. Even before the pandemic period, learning activity sheets have been used in educational activities. As

supplementary instructional materials, learning activity sheets can be helpful in fostering academic success. In this case, designing differentiated learning activity sheets based on the learning preferences or styles of the pupils, such as visual, audio, reading/writing, and kinesthetic skills, will supplement the delivery of modular and blended learning delivery modalities.

V. CONCLUSION

The educational system of the Philippines is currently adjusting and thriving to the new normal form of education. The proactive and collaborative participation of the teachers, education supervisors, and other stakeholders are the driving forces behind the ongoing developments to ensure the delivery of inclusive and quality education amidst the threats and disruptive effects of the COVID-19 pandemic. The Department of Education introduced Modular Distance Learning, Online Learning, Radio/TV-Based Instruction, and Blended Learning Modalities for the continuity of education and for each school to achieve its goal and vision of providing quality education to every Filipino learner. The results of this study signify that the level of academic performance of the pupils could still be improved. The outcomes of the exploration specifying that there is a significant difference in pupils' performance in learning Filipino in terms of their Mean Percentage Score (MPS) and grade point average (GPA) in the subject area in favor of the modular distance modality. Thus, this action research on "THE USE OF MODULAR AND BLENDED LEARNING MODALITIES: BASIS FOR THE DEVELOPMENT OF LEARNING ACTIVITY SHEETS" is essential in enhancing learners' academic performance in the blended learning modality using differentiated learning activity sheets. This study will also complement teachers' strategies to present and address the least learned competencies in Filipino using the Visual, Audio, Reading/Writing, and Kinesthetic (VARK) Learning Cycle Model.

Recommendations

Based on the findings, the following recommendations are forwarded:

1. The Education Program Supervisor in Filipino may spearhead a Division Training for the Development of Learning Activity Sheets in Filipino Based on the Least Learned Skills and encourage the development and validation of more instructional material for distance learning.
2. The evaluation and quality assurance of the developed Learning Activity Sheets (LAS) and other instructional materials could be strengthened to ensure the delivery of quality and inclusive education in the new normal.
3. The teachers are requested to closely monitor the performance of the learners in modular and blended learning modalities.
4. Further advancement and continuous teachers' training and technical assistance on delivering the curriculum using modular and blended learning modalities.
5. This study further recommends additional areas for research

to strengthen the conclusions presented.

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