

RESEARCH ARTICLE

PERCEPTION, AWARENESS AND ACCEPTANCE OF DIFFERENT MODALITIES IN RESPONSE TO LEARNING UNCERTAINTIES

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Manuscript Info

Abstract

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*Key words:-*Learning Modalities, Perception, Awareness, Acceptance

This study addressed to determine the levels of perception, awareness, and acceptance of the stakeholders on the effectiveness in the utilization of different modalities brought about by the learning uncertainties. The study utilized descriptive survey research design in gathering data from 8 teachers, 90 students and 56 parents to sum up using simple random sampling method. Gathered data were systematically treated and analyzed using weighted mean and one-way analysis of variance (ANOVA). The results shows that there is a significant difference in the level of perception of the teacher respondents with respect on the effectiveness of different modalities specifically in the modular distance learning. However, there is no significant difference observed in the level of awareness. It can be noticed also the significant difference in the level of acceptance of the teacher respondents on the effectiveness on the utilization of different modalities. Significant differences were also observed in the problems encountered in modular and blended distance learning among the parent respondents. The study concluded that there is a different level of perception, awareness and acceptance shown by the respondents in terms on the effectiveness of different modalities based on their utilization. The teacher and parent respondents were the one who is affected by the transition of the learning modality due to learning uncertainties. The study recommends a creation of learning program on how each modality can be utilized in times of learning uncertainties.

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Introduction:-

As the education system continues to evolve in response to the learning uncertainties of the digital age, understanding the perception, awareness and acceptance of stakeholders to different modalities assumes dominant importance. This can have the potential to significantly impact the effectiveness of educational interventions and overall learning experience of students. Different changes have been experienced like the shifting of learning modalities from traditional face-to-face classroom set-up going to different distance learning modalities namely online, modular, and blended.

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Despite of the challenges, the Department of Education issued an order pertaining to guidelines on the implementation of the learning modalities. It is stated in the DepEd Order No. 12 s. 2020, to response to the needs of

the learners to continue education despite the restrictions imposed by the Covid-19 crisis. This is strictly imposed by the government without compromising the health and safety of the learner as well as the educators.

The rapidly changing educational landscape, technical vocational strand students face unique challenges. The convergence of technological advancements, global uncertainties, and the ongoing pandemic has significantly impacted their learning experiences. As the new beginning opens, students perceive various learning modalities, become aware of their advantages and limitations, and ultimately accept or resist these approaches. From a broad perspective down to specific scenarios, the challenges continues as we uncover the dynamic that shape the TechVoc education.

Online distance learning, also known as e-learning, is an educational approach where students learn at least partially through electronic media, such as the internet, video conferencing, and webinars. This method of study has gained prominence due to technological advancements and global connectivity. It offers flexibility, convenience, and accessibility, making it an attractive option for learners worldwide. The emergence of online learning has transformed education over the past few decades. Initially, computer-based courses and satellite programs complemented traditional classroom teaching. However, these early materials were often considered of lower quality compared to in-person classes. With the advent of high-speed networks and global access to higher education, the perception of online learning shifted.

On the other hand, Modular Distance Learning (MDL) is an individualized instruction method that allows learners to use self-learning modules (SLMs) either in print or digital format, depending on their context and accessibility. Developed by the Department of Education (DepEd) in the Philippines, MDL caters to students who reside in rural areas or provinces with limited internet connectivity. These modules contain various tasks and learning activities based on fundamental learning abilities. The emergence of MDL was accelerated by the COVID-19 pandemic, which disrupted traditional face-to-face education. In response, educational institutions adopted MDL as an alternative mode of learning. The utilization of MDL was accelerated by the COVID-19 pandemic, which hamper traditional face-to-face education. In response, educations adopted MDL as an alternative mode of learning.

Lastly, the blended distance learning which is a combination of face-to-face and online distance learning experience. It integrates in-person interactions with digital resources, allowing learners to benefit from both approaches. Blended learning aims to use the strength of each approaches providing the flexibility, personal pacing and to access to a wide range of learning method.

As we embark to these changes, learners must be flexible enough to adapt to the learning modality. The study show that fully online learners had slightly lower success rates than on-campus learners, combining e-learning with face-to-face components mitigated this impact (Kaplan, 2009). In contrast with the online distance learning, researchers found that despite technical and non-technical challenges, the implementation of modular distance learning led to a significant improvement in students' knowledge of specific content. This approach allowed students to learn at their own pace and adapt to the new normal education landscape (Lucero & Morados ,2024). On the other hand, blended distance learning is a dynamic approach that bridges traditional and online learning, and its future development will continue to intersect with emerging technologies (Graham et.al. 2018)

Overall, utilizing a variety of learning modalities is a need that can respond to environmental changes which can help techvoc schools better prepare students for a future where sustainability is increasingly important. By incorporating eco-friendly practices into their curriculum, techvoc schools can help students develop the knowledge, skills, and values necessary to contribute to a greener and more sustainable world.

With all this point, the perception of the students and other stakeholders must be given into consideration based on how they perceived the effectivity of this in a techvoc school set-up. To check the awareness on what the different learning modalities can give. And the acceptability of each as we continue to pursue in achieving quality education despite of the uncertainties in the environment.

Background of the Study:-

In response to uncertain situations, such as prevalence of health, social problem like strikes or even inclement weather, technical and vocational (TechVoc) schools must be able to adapt their learning modalities to ensure continuity of education.

However, the success of any new learning modality depends on the perception, awareness, and acceptance of students, teachers, and administrators.

Perception refers to the act or faculty of perceiving, or apprehending by means of the senses or of the mind, cognition and understanding. In the case of learning modalities, students and teachers may perceive new approaches as being difficult, uninteresting, or not suitable for their learning style. For example, some students may find modular distance learning a challenging because they need face-to-face interaction with their peers and teachers to fully comprehend the material they have to understand. In contrast, others may find modular distance learning more engaging because it allows them to learn at their own pace.

Awareness refers to the state or condition of being aware, having knowledge or consciousness about a new learning modality. Lack of awareness can be a barrier to adoption, as students and teachers may not fully understand the benefits of a new approach. For example, some techvoc schools may not be fully aware of the advantages of blended learning, which combines online and traditional classroom instruction. Without knowledge of the benefits of blended learning, schools may be less likely to adopt this modality.

Acceptance is the act of receiving something offered or willingness of individuals to embrace a new learning modality. It can be influenced by different factors such as attitudes, values, and beliefs. For example, teachers who value face-to-face classroom instruction may not accept the blended learning because they believe it is less effective. Similarly, students who believes a high value on face-to-face interaction with their peers may be less accepting the blended learning because they believe it is less social.

The Covid-19 pandemic brought a lot of impact in the education sector. This health prevalence leads to the closure of the school across worldwide due to the prevention of transmission of the virus which can be consider as one of the learning uncertainties. According to Hume et al. (2023) findings showed that while school closures may reduce COVID-19 transmission, they were also associated with negative impacts on children's education, health, and wellbeing including increased anxiety, reduced learning, and increased obesity. To continue the education system, transition has been experienced through utilizing different modalities namely online, modular, and blended distance learning.

Another learning uncertainties is the inclement weather like the high heat index that is based on both temperature and humidity reaching the extreme levels in various parts of the country. As reported by Philippine Atmospheric Geophysical and Astronomical Services Administration (PAGASA), the heat index in some parts of the country have reached extremely high levels with temperature of 46°c in Daet Camarines Norte and 44°c in Puerto Princesa City Palawan. In this case, the heat index exceeded 40°c, which poses a significant threat to the health and wellbeing of students and teachers. In this case, schools faced challenges in managing the heat including the need to adjust the learning modalities.

In line with the societal disturbances, another uncertainty that brought the educational system to adjust the learning modalities is the jeepney strikes. According to Ombay (2023), several local government units (LGUs) in the National Capital Region have announced that blended distance learning or online classes will be implemented to the different school in connection to week-long transport strike being organized by the transportation group. This is to ensure not to interrupt the delivery of education services amidst the scheduled transport strike.

To address these factors and learning uncertainties, TechVoc schools must provide students, teachers, and parents with the relevant information and resources to fully understand and adapt new learning modalities. By promoting awareness and acceptance, TechVoc schools can easily adjust to the uncertain situations and can provide with the suitable learning experience modalities' TechVoc school can practice.

Theoretical Framework

This study was anchored to the Multiple Intelligence by Howard Gardner which explain the understanding on how an individual process information and learn best that can be applied to various modalities to enhance learning outcomes in the new setup of education.

According to Howard Gardner, individuals have multiple ways of processing information, including verbal, logical, visual, kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence.

The multiple intelligence theory supports the use of various learning modalities in which an individual shows their own preferences. In case of the visual learners, the use of graphs, images and diagrams benefits their learning process which can be seen in the modules which is being utilized to explain subject matters. The audio learner prefers to learn with the discussion, lectures and audio recordings which is present in the combination of online and face-to-face distance learning. Moreover, on the part of verbal-linguistic learner, the intelligence involves the ability to use words effectively and speak fluently during online class. It can be enhanced through writing essays, articles and during class reporting either through online or face-to-face.

On the other hand, there is an implication that the multiple intelligence can be observed in terms of utilizing different learning modalities in the new normal setup of education. Like for example, the teacher will create an interactive online class that incorporate visual, auditory, and kinesthetic elements. Another is through expressing students understanding through writing reflections, stories and articles that is included in the modular activities.

In this instance, stakeholders can easily perceive how effective the different learning modalities based on their own preference of learning giving importance to the skills they have. They can give knowledge or being aware about a particular learning modality for they easily learn to adapt it in connection to their preferences. And to totally accept the learning modalities for it caters individual multiple intelligence as part of the ethics.

Conceptual Framework

Due to the uncertain circumstances, a lot of changes takes place specifically in the educational system. Different ways of coping have been applied by many to survive to the changing world. This study aims to know the perception, awareness and acceptance to the different learning modalities utilized in a techvoc school by the learners, teachers, and other stakeholders.

INDEPENDENT VARIABLE DEPENDENT VARIABLE

Figure 1:- Paradigm of the Study.

The perception, awareness, and acceptance in the utilization of different modalities brought about learning uncertainties was a key to make a suitable programs and trainings to help the teachers, students and parents to adapt to the changing world. The effects brought about to the new normal set-up of educations also affects other stakeholders. They also adapting to the mode of teaching wherein they experience the adjustment with their own family. The data that were gathered was used as a basis in determining the perception, awareness, and acceptance to the different learning modalities by the teachers, students and parents that merely affected by the shifting of learning delivery. This was also determining the significant difference of the different modalities with respect to the level of perception, awareness, and acceptance in response to learning uncertainties. A recommendation was made also by

the researcher about the results on the perception, awareness, and acceptance to the different learning modalities in times of learning uncertainties that served as a guide in making a program in the near future.

Statement of the Problem

In a changing environment, teachers, students and parents are adapting to the new ways of educational system brought about by uncertain situations. This study finds out the perception, awareness and acceptance to the different learning modalities in response to the uncertain situations like pandemic in a TechVoc type of School in Laguna particularly in Siniloan Integrated National High School.

Specifically, this study answered the following:

1. What is the level of perception of the respondents on the effectiveness of different modalities in response to learning uncertainties?

- 1.1 Online distance learning
- 1.2 Modular distance learning
- 1.3 Blended distance learning
- 2. What is the level of awareness of the respondents on the effectiveness of different modalities in response to learning uncertainties?
 - 2.1 Online distance learning
 - 2.2 Modular distance learning
 - 3. 3 Blended distance learning
- 3. What is the level of acceptance of the respondents on the effectiveness of different modalities in response to learning uncertainties?
 - 3.1 Online distance learning
 - 3.2 Modular distance learning
 - 3.3 Blended distance learning
- 4. What are the problems encountered and solutions applied during the utilization of the different modalities? 4.1 Online distance learning
- 4.2 Modular distance learning
 - 4.3 Blended distance learning
- 5. Is there any difference between the level of perception of the respondents towards the effectiveness of different modalities?
- 6. Is there any difference between the level of awareness of the respondents towards the effectiveness of different modalities?
- 7. Is there any difference between the level of acceptance of the respondents towards the effectiveness of different modalities?

Hypotheses

In the light of the problems presented, these null hypotheses were tested.

- 1. There is no significant difference between the level of perception of the respondents towards the effectiveness of different modalities.
- 2. There is no significant difference between the level of awareness of the respondents towards the effectiveness of different modalities.
- 3. There is no significant difference among the level of acceptance of the respondents towards the effectiveness of different modalities.

Significance of the Study:-

The study addressed the perception, awareness and acceptance of the stakeholders to the different modalities in a TechVoc school.

Department of Education (DepEd). The findings of the study helped the institution to create a program that cater the needs of the teachers and learners during learning uncertainties like shifting the learning modality. It also helped them to plan the work arrangement with regards to the perception, knowledge and acceptance made by the respondents.

School Heads. The results of this study served as a basis in arranging workloads and the like. Different school programs and professional development can also be crafted from the real-life adaptation made by the teachers and learning development utilized by the students.

Teachers. They discovered how much they have adapted to the changing world. The study will give them an additional way on how to adapt with the different situations that may challenge them as a teacher. This study also helped them to voice out the things they made to surpass the challenges brought about the utilization of different learning modalities.

Students. Delivering a quality education during uncertain situations was achieved. The findings of this study enabled the students to communicate well with their teachers in a way they have already a knowledge to the different learning modalities they utilized in response to the uncertain situations.

Stakeholders. The results of this study served as a future reference to the plans that will be made by the different sectors that were involved in the school operation. It served also to easily cope up to the changing world that makes learning a challenging one on the part of their children.

Future Researchers. The findings may serve as their literature in future study on how respondents perceived, aware and accept the different learning modalities in response to the uncertain situations.

Scope and Limitation of the Study:-

The study was conducted to determine the perception, awareness and acceptance to the different modalities in response to the learning uncertainties in a TechVoc School in Laguna particularly in Siniloan Integrated National High School. Gathered results was used as springboard in formulating suggestions and recommendations to prepare in unforeseen situation like prevalence of health, inclement weather disturbances and other social issues like strike on the part of the education sector. The conduct of the study was done last March 2024 at Siniloan Integrated National High School.

On the other hand, there were three groups of respondents in the study. The first group of respondents were the selected teachers of Siniloan Integrated National High School Senior High School Department who teach under Crop Production Major. Female dominates the population than male. The age varies from 21-35 years old with an equally distribution of residency from Famy up to Pangil. In terms of plantilla item, most of the respondents were Teacher II with a higher percentage of educational attainment of bachelor's degree.

Moreover, the second group of respondents were the Grade 11 and Grade 12 SHS students taking up Crop Production major. Most of the students were male with the age of 17 years old. And the last group of respondents were the parents of the learner. Most of the respondents were female. In terms of residency, Siniloan dominates the population. Then most of the parent respondents were high school graduates.

The study adopted the descriptive survey research design which utilized the different sets of questionnaires about different modalities. Moreover, the study also utilized a five-point Likert scale to interpret the responses of the stakeholders.

The focus of the study was the perception, awareness and acceptance of the teachers, students and parents on the effectiveness of different modalities utilized by the TechVoc school with respect to the issued memorandum by the institution that served as a basis in creating program or projects to be adopted in the future.

Definition of Terms

The following words and phrases are operationally defined in this study for clearer understanding of the readers.

Acceptance. It refers on how the stakeholders accept the changes on the transition of learning modalities.

Adaptation. It refers to the ways on how the stakeholders adapt on the transition of learning modalities.

Awareness. It refers to the knowledge or being aware by the stakeholders in the transition of different modalities brought about by the learning uncertainties.

Blended Distance Learning (BDL). A kind of distance learning where students utilized a combination of face-to-face class interaction and online learning activities utilized during learning uncertainties.

Learning Uncertainties. A situation wherein the normal class set-up has been changed due to the inclement weather, prevalence of health, societal disturbances and other unwanted situations.

Modality. It refers to the different ways of acquiring knowledge due to learning uncertainties namely online distance learning, modular distance learning and blended distance learning through which an individual's receive an information in continuing the educational system.

Modular Distance Learning (MDL). A kind of distance learning where students use a self-learning module either in print or digital utilized during learning uncertainties.

Online Distance Learning (ODL). A kind of distance learning where students educate themselves through online without in-person interaction utilized during learning uncertainties.

Parents. An individual who serves as a guardian of the students and is also affected by the shifting of the learning modality.

Perception. It is the act of perceiving by the stakeholders about the effectiveness of different learning modalities with the use of senses.

Students. An individual who has been affected and adopted the different modalities from traditional face-to-face to new normal set-up of learning process.

Teacher. An individual who has been affected and adopted the different modalities in terms of utilizing new teaching strategies in facilitating learning process.

TechVoc School. An institution like Siniloan Integrated National High School who is barely affected by the shifting of learning modality wherein it is designed to acquire knowledge, skills, and competencies specific to a particular occupation.

Chapter 2

Review Of Related Literature and Studies:-

Online Distance learning was any kind of remote learning in which the student was not physically present in the classroom. The student could be anywhere while learning takes place. Distance learning was educating students online. Over the years, Online Distance Learning became an alternative mode of teaching and learning. It became another venue for education and instruction.

Though opposed by many, the Philippines' Department of Education (DepEd) and the Commission on Higher Education (CHED) adopted and implemented a flexible model of blended learning. Flexible learning was learning interventions and delivery of programs with the consideration of the learner's unique needs, that may or may not involve the use of technology. In the Philippines, most parents and students would prefer Online Distance Learning, considering, and hoping that the interaction between students and the teacher can ensure learning.

Online Distance Learning became the new normal in education in the country. Department of Education, without sacrificing the quality of education, came up with the Learning Continuity Plan (LCP) for the school year 2020–2021. This provides learning interventions that teachers can utilize during the pandemic. This was the jumping board for schools as they offered Online Distance Learning to their stakeholders. However, for this article, we are going to focus only on online distance learning. This kind of Online Distance Learning can either be synchronous or asynchronous learning. (Nolasco, 2022)

Online Distance Learning was an alternative to the traditional face-to-face learning since the pandemic emerged in the Philippines. Like other educational institutions, Educare College Inc., has opted for online learning in continuing education. While ODL has advantages, primary pupils at Educare encountered challenges during their online learning. These challenges include poor internet connection, poor comprehension and retention, lack of

concentration, motivation, interaction and support. To reduce the effect of these challenges, students together with parents and teachers worked together. Pupils and parents should stayed in touch with their teachers and informed them regarding their situations and conditions. Talking on the phone with classmates or to the teacher for missed lessons and notes also been helpful. Also, staying in touch with classmates and teachers motivated students. Students also tried to identify a quiet time and place in their house to complete their coursework and built a schedule and sharing it to the members of the house so that they know when the time for online class is. In case support is unavailable, pupils looked for answers to questions online and watch tutorial videos for items that required deeper understanding. Focusing on the pupil's ultimate goal in education should be a priority despite all the challenges online distance learning may bring. (Belgica et. al, 2020)

Liu and Yen (2014) cited that the development of computers in the past two decades had resulted in the changes of education in enterprises and schools. The advancement of computer hardware and platforms allowed colleges generally applying online distance courses to instruction that both Ministry of Education and colleges have paid attention to the development of Online Distance Learning. To improve the quality of Online distance learning and students' learning effectiveness in the investigated universities, quantitative survey with SPSS19.0 was applied to analyze data in this study, in which Factor Analysis, Reliability Analysis, Regression Analysis, and Analysis of Variance are utilized for organizing and analyzing data. About 600 college students in Department of Public Administration are proceeded questionnaire survey, and 472 valid copies are studied. The research findings show that 1. Online Distance Learning presented notably positive effects on Technological Media in Learning Effectiveness; 3. Online Distance learning revealed remarkably positive effects on Curriculum Management in Learning Effectiveness; and 4. Demographic variables appeared notable effects on the correlations between Online Distance Learning Effectiveness.

Wong et. al. (2019) stated that in online distance learning environments where the instructor presence was low, learners have to make the decisions regarding when to study or how to approach the study materials. Therefore, learners' ability to self-regulate their own learning becomes a crucial factor in their learning success. Supporting self-regulated learning strategies helped learners became better at regulating their learning, which in turn could enhance their learning performance.

Face to face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way to the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. The main challenges that emerged were lack of school funding in the production and delivery of modules; students struggle with self-studying, and parents' lack of knowledge to academically guide their child/children. In conclusion, the study was able to determine the prevailing challenges of the participants in terms of resources, preparedness, and communication. (Dangle and Sumaoang, 2020)

The new model of Learning Theory Zhou and Brown (2015) suggested that the way of education must be constructed in response to modern learning were observed that traditional learning only produced adequate education. As the Department of Education envisioned that a Filipino learner possessed a sufficient mastery of basic competencies in literacy and numeracy skills, there had been attempted to improve teaching and learning style inside the classroom. More were investing a game-based environment in the elementary level as this stage were the critical for attention span and learning techniques.

Perez (2020) pointed as DepEd Secretary Briones, that distance learning would be a major component of learning delivery amid pandemics. The physical opening of schools would depend on the risk severity grading or classification of a locality, according to guidelines of the Department of Health or Inter-Agency Task Force on Emerging Infectious Diseases. The schools under the supervision of the Regional and Division Offices were authorized to decide on the specific delivery modalities. Delivery modalities as defined could be categorized into blended learning and online learning delivery modes. These learning delivery modes could be realized through the learning resources portal and DepEd Commons; use of TV and radio; or learning modules and packets both in print and digital formats, which might be deemed appropriate in the areas' situation.

In modular distance modality students had the freedom to decide and create their own schedule. They learned at the comfort of their own home. Moreover, in this modality students were able to develop their time-management skills. Distance learning made learner to comprehend the best ways they learn and implement those ways at the best times (Emma, 2020).

According to Aguilar (2021), Modular Approach would be the best choice where in learners had access to basic education thru printed materials even without internet access follow health protocols, it was possible to revolutionize the way students learned to present the information. Most of the traditional instruction, students learned from the instructor-led approach. Usually in a traditional classroom setting, students had access to the experts, involved in questions and discussion, exposed to social interaction and had the opportunity to learned from others. Some students preferred an individualized or less structured environment. In other words, they needed self-paced learning material. At the same time, educators were now facing with the challenges of integrating traditional and emerging technology as to balance various students learning styles. The resources had focused almost exclusively on the how modular approach; tools to create discussions and to follow the procedure of daily learning tasks.

Llego (2020) added that the delivery of instruction through modular distance learning involved individualized instruction that allowed learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever was applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides, and other study materials. Learner's access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage, and computer-based applications could all be used to deliver e-learning materials, including offline E-Books. The teacher took the responsibility of monitoring the progress of the learners. The learners might ask assistance from the teacher via e-mail, telephone, text message/instant messaging, etc. where possible, the teacher should do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needed to serve as parateachers.

Casiple (2020) emphasized that modular teaching for delivery of instruction was noted as an effective teacherlearning process in basic education during the COVID-19 pandemic period. In this teaching approach, students learned at their own pace. They assumed responsibility for learning as they know exactly what they had to learn even without the availability of textbooks and other learning materials. Modules maximized the chances of student's class participation. It was a unique way of teaching in which teachers should be provided enough training on how to design and implemented the use of modules in this pandemic setting which deprived in-person learning.

In an Article by Malindog-Uy (2020), she stated that according to Sec. Briones, "blended learning" is not as novel as the novel coronavirus in the Philippines. Such a form of learning is already offered in some schools and universities in the country. "Blended learning" or "hybrid learning" from the standpoint of the DepEd is a fusion of "online distant learning" and "in-person" delivery of printed materials to the homes of the learners through the barangays (villages) for those who do not have internet access and interactive facilities in the comfort of their homes. In localities where this is not possible, the DepEd ill use television and radio- based instructions. Radios and televisions across the country ill be used to broadcast lessons, materials, and instructions to those who don't have access to a computer or the internet. "Blended learning" is "differentiated instruction", where there' is a combination of online and in-person delivery. The online portion effectively replaces some of the face-to-face contact time rather than supplementing it.

Alvarez Jr. (2020) stated that blended learning in the Philippines was still considered new and young. However, this growing demand for blended learning possesses problems and challenges that were noteworthy to investigate, specifically in emerging higher education institutions, which hinder effective and efficient delivery of teaching and learning. A qualitative case study research method was employed to interview the participants. The data were collected using a semi-structured interview questionnaire and analyze thematically. There were five themes or "roadblocks" reported in this study: technological, instructional, class size, technical support, and collaboration. Findings were also discussed in the lenses of various literatures, particularly in terms of design and development, implementation, and assessment and evaluation of blended learning. An overarching proposal, which was aligned to the results of this research study, was presented. Nevertheless, it aimed to add to the pool of teachers' voices who are experiencing problems and challenges in the delivery of blended learning. Results showed that even though most of the participants reported that they were exposed to LMS orientation, some found it to be challenging when translated into actual use of cloud-based platform. Also, even in a blended learning environment, class size played

an important role for teaching and learning delivery because it affects the way teachers teach and manage the learning environment.

Malindog-Uy cited blended learning which is not "new" as the Coronavirus but is used by different universities already. She had also cited blended learning from the standpoint of DepEd, which makes it relevant and alike with the present study.

According to Perante et. al. (2021), blended learning cuts the barriers brought by the distance between teachers and students through online and traditional teaching and learning methods. Thus, it was subjected to many challenges such as forced consideration of digital technology characteristics, which demanded skills and knowledge and the improvement of the reading comprehension ability of each student. It identified the lived experiences of the students towards blended learning amidst pandemic, specifically: (1) described the experiences in blended learning, (2) described the challenges experience on blended learning, and (3) described their coping mechanisms. Thus, the study utilized Interpretative Phenomenology Analysis (IPA) with ten (10) respondents from the community. Based on the study, the findings are the following: (1) Blended learning implications were mostly negative. (2) The respondents were most challenged in adopting a lesson and lacking resources. Due to the sudden changes, they resorted to adjustments, but conflicts such as not having enough sources necessary for blended learning requirements still emerged. Finally, (3) most of the respondents need to seek social support to cope with blended learning.

Gilmour (2020) stated that although blended learning creates opportunities for enhancing learning flexibility, social interaction and access to knowledge, there are still challenges of implementing blended learning in education. The most common challenge associates with students. Most of the students have trouble on self-directed in making good use of technology while others are not interested in using technology. There is also a lack of computer or digital skills. This includes on navigating the different social platforms and devices. Some of the other challenges were getting easily distracted, and low independence and motivation, worry and discomfort on using technology, and barrier in language and comprehension.

In the study of Adefuin and Balba (2020) designed a blended learning model for public senior high schools (SHS) in the division of Laguna. A descriptive-quantitative research design was considered in the study and utilized the neopositivism for objectivity and neutrality of the research process. A survey using Mercado's eLearning readiness assessment tool and eLearning System Readiness Assessment (ELSRA) based on Mckinsey's 7S were used to collect data from respondents. Pearson r correlation test, percentage, mean, and frequency count were used for analysis. Results showed that the technical specification of eClassroom provided by DepEd Computerization Program satisfied the IT infrastructure standards for eLearning system. The proposed project team was identified with their roles and qualifications to manage the implementation of blended learning. The assessment of student's eLearning readiness has a computed mean value of 52.17% for technology access, 56.37% for technology skills, and student's attitude towards eLearning was evaluated "Almost Ready". The assessment of teacher's eLearning readiness has a computed mean value of 83.86% for technology access, 87.74% for technology skills, and teacher's attitude towards eLearning was evaluated "Almost Ready" for abilities, motivation and time management; and "Completely Ready" for teaching styles and strategies. The schools revealed that 93.33% were ready for administrative support and 83.66% for resource support to eLearning system. The division management officials agreed (68.34%) to the identified 7S that support eLearning implementation.

Chapter 3

Research Methodology:-

This chapter contains information that includes the design used for the study, the kinds of method to be used to arrive at the number of respondents, the basic tools and procedures that will be needed to gather data, and the study's methods of analysis.

The Research Design

A quantitative approach was used in the study to measure variables and to describe weighted mean and differences. It helps in testing the hypothesis with respect to the differences between variables. On the other hand, the type of research design used is the descriptive survey research design methods. Survey research was used in collecting data from the respondents.

Subject of the Study:-

To gather the needed data, the researcher includes the teachers, students and parents of Siniloan Integrated National High School as one of the techvoc schools within the Schools Division of Laguna since they have been affected by the new normal set up of education. It composed of Senior High School students taking up Crop Production major with the corresponding teachers on each specialization and their parents. The researcher obtains the total number of 37 students from Grade 11 and 53 students from Grade 12 of Senior High students, 8 for the teachers and 90 for the parents.

Sampling Techniques

To get a precise result in gathering data with respect to the given population, a simple random sample method was being utilized by the researcher. This serves as the basis in the distribution and retrieval of the survey questionnaire from the teachers, students and parents coming from Siniloan Integrated National High School.

Research Procedure:-

Upon the approval of the research title, the researcher secured all the needed documents to conduct the study.

The researcher secured a letter of request to the School Head of Siniloan Integrated National High School. This letter is intended to ask permission for the distribution of the research instrument as part of ethical considerations.

Then as soon the school heads approved the letter, immediate dissemination and administration of questionnaires were done to the respondents. The researcher gives ample time for the respondents to contemplate on their answers. Then, questionnaires will be collected after the given period.

Aside from the survey's questions, an interview to the target respondents has been conducted randomly. With this type of data collection, a verification of the gathered data was made for a clearer and informative result that serve as a basis to a different program for the benefit of the respondents.

After completing the needed data, the researcher consulted a statistician for the treatment of the gathered information. The statistician helped the researcher in collating the tabulated and analyze the data in order to come up with the reliable data with respect to the gathered data. The researcher with the help of the adviser will make a recommendation after having tabulated and analyzed the gathered data.

Research Instrument

To fulfil the needs of the study, the researcher made use of questionnaires and interview guide to determine the perception, awareness and acceptance of the teachers, students and parents to the different modality in response to the learning uncertainties. This technique is intended for specific information about the problem of the study. The questionnaire answered the given objectives specifically the level of perception, awareness, and acceptance on the effectiveness of the different modalities. The respondents were asked to fill up the needed data and a five-point scale in given situation. Validation of the research instrument done through the help of the adviser and the experts.

Statistical Treatment of Data

The data was organized and processed according to the problems presented in the study. The researcher utilized both qualitative and quantitative methods of interpreting the gathered data. The following are the statistical treatments applied in the study:

Problem of the Study Statistical Treatment

- 1. Perception of the respondents Weighted mean to the utilization of the different learning modalities
- Awareness of the respondents Weighted mean to the utilization of the different learning modalities
- Acceptance of the respondents Weighted mean on the utilization of the different learning modalities

- 4. Extent of the Problems encountered Weighted mean and solutions applied in utilizing different modalities
- Significance of the difference among the ANOVA levels of perception of the respondents on the utilization of different learning modalities
- 6. Significance of the difference among the ANOVA levels of awareness of the respondents on the utilization of different learning modalities
- Significance of the difference among the ANOVA levels of acceptance of the respondents on the utilization of different learning modalities

Chapter 4

Results and Discussion:-

This chapter includes the presentation and interpretation of the gathered data and related studies that support significant findings.

Level of Perception of the Teacher Respondents to the Utilization of the Different Learning Modalities

Table 1 presents the level of perception of the teacher-respondents to different learning modalities in response to uncertain situations. For online learning, teacher-respondents have a slightly positive perception of online distance learning, with 3.73. They believe this modality provides significant opportunities for training in new methods (4.13) and developing new teaching strategies (3.88).

Learning Modalities	Weighted	Interpretation			
Online Dictores Learning	Iviean				
Describe affective plotform in delivering the subject motter to the students	2 75	Slightly Demosived			
Provide effective platform in delivering the subject matter to the students.	3.75	Slightly Perceived			
Boost teachers' confidence when it comes in interacting with students in an online class.	3.88	Slightly Perceived			
Give teachers an opportunity to train new modality in delivering quality	4.13	Slightly Perceived			
education.					
Provide an effective way of assessment and evaluation for students'	3.38	Neutral			
progress.					
Help teachers to create an effective and engaging activities for the students	3.63	Slightly Perceived			
during online classes.					
Provide opportunities for individualized instruction during online class.	3.38 Neutral				
Give a relevant assessment tool to the students.	3.38	Neutral			
Be an effective channel of communication and collaboration among	3.75	Slightly Perceived			
teachers and students.					
be an effective mode of education during crisis like pandemic.	4.13	Slightly Perceived			
help me to develop new teaching strategies for my students with this new	3.88	Slightly Perceived			
way of learning.					
General Weighted Mean	3.73	Slightly Perceived			
Modular Distance Learning					
Be an effective approach for delivering course content of a specific	3.00	Neutral			
subject.					
Make me feel confident that I can support my students in their	2.88	Neutral			
independent learning.					
Develop more of my teaching skills in facilitating modular distance	3.25	Neutral			
learning					
Be an effective assessment and evaluation for students' progress during	3.13 Neutral				

Table 1:- Level of Perception of the Teacher Respondents to the Utilization of the Different Learning Modalities.

crisis like pandemic.					
Help me in giving clear instructions to my students in accomplishing the	3.00	Neutral			
activity in their modules.					
Provide a self-paced instruction in a way they understand it better.	3.88	Slightly Perceived			
Provide opportunities for individualized instruction even in modular	3.75	Slightly Perceived			
distance learning.					
Be an effective communication tool among teachers and students in	3.50	Slightly Perceived			
accomplishing the learning task.					
Be an effective mode of education during crisis like pandemic.	3.88 Slightly Perceived				
Help me to develop new teaching strategies for my students with this new	3.38	Neutral			
way of teaching.					
General Weighted Mean	3.36	Neutral			
Blended Distance Learning					
Be an effective approach for delivering course content of a specific	4.38	Strongly Perceived			
subject.					
Make me feel confident in my ability that I can facilitate both the online	4.00	Slightly Perceived			
and in-person class in blended distance learning.					
Develop more of my teaching skills in facilitating blended distance	4.25	Strongly Perceived			
learning.					
Be an effective assessment and evaluation for students' progress.	3.88	Slightly Perceived			
Help me to create an engaging online activities and valuable hands-on	4.38	Strongly Perceived			
experiences in the in-person classes.					
Provide opportunities for personalized learning experience of the students.	4.38	Strongly Perceived			
Enhance the self-esteem of the students through dealing to the different	4.00	Slightly Perceived			
tasks.					
be an effective communication channel among teachers and students.	3.88	Slightly Perceived			
be an effective mode of education during crisis like pandemic.	4.00	Slightly Perceived			
help me to develop new teaching strategies for my students with this new	4.13	Slightly Perceived			
way of learning.					
General Weighted Mean	4.13	Slightly Perceived			

Teachers also feel that online distance learning can effectively deliver subject matter (3.75) and serve as an effective communication and collaboration channel among teachers and students (3.75), both of which are slightly perceived.

However, there are neutral perceptions regarding the effectiveness of assessment and evaluation (3.38) and providing relevant assessment tools (3.38). Despite these mixed feelings, teachers recognize the modality's value during crises like the pandemic (4.13) and believe it helps in creating engaging activities for students (3.63).

Moreover, modular distance learning is perceived neutrally by teacher-respondents, with 3.36. The highest perceptions are related to providing self-paced instruction (3.88) and being effective during a crisis like a pandemic (3.88), both of which are slightly perceived.

Teachers slightly perceive the modality as offering opportunities for individualized instruction (3.75) and being an effective communication tool (3.50). However, aspects like supporting students in independent learning (2.88), clear instructions (3.00), and developing teaching skills (3.25) receive neutral perceptions. The assessment and evaluation effectiveness during crises also holds a neutral view (3.13).

Overall, teachers find modular distance learning moderately effective, with specific strengths in self-paced and individualized instruction but room for improvement in confidence and skill development.

Lastly, blended distance learning enjoys a more favorable perception among teacher-respondents, with 4.13, indicating a transition between slightly perceived and strongly perceived. Teachers strongly perceive this modality's effectiveness in delivering course content (4.38), creating engaging online and in-person activities (4.38), and providing personalized learning experiences (4.38). It is also seen as developing teaching skills (4.25) and new teaching strategies (4.13). While the confidence in facilitating both online and in-person classes (4.00) and its

effectiveness during crises (4.00) are slightly perceived, aspects like communication channels (3.88) and assessment and evaluation (3.88) are also slightly perceived.

Overall, blended distance learning is regarded highly for its comprehensive approach, combining the best of online and in-person modalities to enhance teaching and learning experiences.

A study published in the Journal of Science and Technology shows that blended learning is widely used in higher education by the teacher; some scholars say this is the "norm in lecture delivery. Research has shown that blended learning provides improvement in student performance, satisfaction, and engagement compared to face-to-face classes. (Dziuban et.al, 2018)

Level of Perception of the Student Respondents to the Utilization of the Different Learning Modalities

The level of perception of student-respondents towards different learning modalities in response to uncertain situations varies significantly across online distance learning, modular distance learning, and blended distance learning as presented in Table 2.

|--|

Learning Modalities	Weighted	Interpretation		
	Mean			
Online Distance Learning	4.20			
Promote a students' desire to learn.	4.29	Strongly Perceived		
Provide an ample time opportunity to interact with others during online	3.89	Slightly Perceived		
classes.				
Establish the good relationship between student and teacher in an online class.	4.16	Slightly Perceived		
Motivate students to enhance self-esteem.	4.30	Strongly Perceived		
Facilitate learning in students of diverse learning styles and perspective.	4.11	Slightly Perceived		
Help students to be self-motivated to be successful in an online class.	4.21	Strongly Perceived		
Provide multiple activities for students to develop critical thinking skills.	4.19	Slightly Perceived		
Provide access to a wide range of content.	4.10	Slightly Perceived		
Provide explanatory feedback coming from the teacher.	4.34	Strongly Perceived		
Help students to gain new experiences of learning in a new online	4.28	Strongly Perceived		
environment.				
General Weighted Mean	4.19	Slightly Perceived		
Modular Distance Learning				
Promote a students' desire to learn.	4.36	Strongly Perceived		
Provide an ample time opportunity to interact with others even in a modular learning modulity.	4.07	Slightly Perceived		
Establish the good relationship between student and teacher even in a	A 17	Slightly Perceived		
modular distance learning modality.	T.1/	Slightly I creetved		
Motivate students to enhance self-esteem.	4.42	Strongly Perceived		
Facilitate students learning in diverse learning styles and perspectives.	4.28	Strongly Perceived		
Help students to be self-motivated that allows students to work at their own nace	4.33	Strongly Perceived		
Provide multiple activities for students to develop critical thinking skills.	4.18	Slightly Perceived		
Provide access to a wide range of content.	4.06	Slightly Perceived		
Provide explanatory feedback coming from the teacher even in a modular	4.17	Slightly Perceived		
distance learning.		8.5		
Help students to gain new experiences of learning in a new modular	4.48	Strongly Perceived		
learning environment.				
General Weighted Mean	4.25	Strongly Perceived		
Blended Distance Learning				
Promote a students' desire to learn.	4.34	Strongly Perceived		
Provide an ample time opportunity to interact with others since it is a	4.42	Strongly Perceived		
combination of online and face-to-face learning.				

Establish the good relationship between student and teacher since it is a	4.41	Strongly Perceived		
combination of online and face-to-face learning.				
Motivate students to enhance self-esteem.	4.40	Strongly Perceived		
Facilitate learning in students of diverse learning styles and perspective.	4.32	Strongly Perceived		
Help students to be self-motivated that promotes flexible learning both	4.37	Strongly Perceived		
online and in-person.				
Provide multiple activities for students to develop critical thinking skills.	4.29	Strongly Perceived		
Provide access to a wide range of content.	4.41	Strongly Perceived		
Provide explanatory feedback coming from the teacher since it is a	4.33	Strongly Perceived		
combination of online and in-person classes.				
Help students to gain new experience of learning in a new blended learning	4.34	Strongly Perceived		
environment.				
General Weighted Mean	4.36	Strongly Perceived		

Online distance learning is slightly perceived positively overall, with students strongly perceiving it as beneficial for receiving explanatory feedback from teachers (4.34), enhancing self-esteem (4.30), promoting a desire to learn (4.29), and gaining new learning experiences (4.28). However, students only slightly perceive its ability to provide ample interaction time during online classes (3.89) and access to diverse learning content (4.10).

In contrast, modular distance learning is strongly perceived positively. It receives high marks for helping students gain new learning experiences (4.48), enhancing self-esteem (4.42), promoting a desire to learn (4.36), and allowing students to work at their own pace (4.33).

Despite these strengths, there are slight perceptions of its effectiveness in providing interaction opportunities (4.07) and access to content (4.06). These mixed perceptions suggest that while modular distance learning excels in certain areas, it may need improvements in facilitating interaction and content accessibility.

Blended distance learning receives the strongest positive perception overall. Students strongly recognize its benefits in providing interaction opportunities (4.42), fostering good student-teacher relationships (4.41), offering access to a wide range of content (4.41), and enhancing self-esteem (4.40). This modality is also perceived to promote flexible learning and multiple critical thinking activities effectively.

The general weighted mean for blended distance learning is the highest among the three modalities, indicating that students find it the most favorable in terms of promoting learning and engagement.

Therefore, while all three modalities have their strengths, blended distance learning stands out as the most positively perceived approach, effectively combining the benefits of online and face-to-face interactions to enhance the overall learning experience.

In the study made in the grammar performance of the student, both methods significantly improved students' grammar performance, the results of the study revealed that student performance was significantly better in blended learning compared to online learning only. (Ali et al.,2023).

According to Oxford dictionary, blended distance learning is a style of education in which students learn via electronic as well as traditional face-to-face teaching. It can be noticed that student and teacher interaction is very important to address student's difficulties during the learning process. Performing grammar with the guidance of the teacher will enable the students to learn the correct pronunciation of a word. It can also improve a more comprehensive new learning experience of the students both online and offline.

On the other hand, online distance learning cannot provide the same thing as blended learning can give. Online learning can be isolated on the part of the students and may not have the same level of motivation and engagement other than blended. Online distance learning cannot give timely feedback for there are uncertainties that may happen.

Level of Perception of the Parent Respondents to the Utilization of the Different Learning Modalities

Table 3 examines the perceptions of parent-respondents towards three learning modalities—online distance learning, modular distance learning, and blended distance learning—in uncertain situations. **Table 3:-** Level of Perception of the Parent Respondents to the Utilization of the Different Learning Modalities.

Learning M. 1-144	Wetel A.d.	Test area and a time and			
Learning Modalities	interpretation				
	Mean				
Online Distance Learning					
Promote my child a desire to learn.	4.23	Strongly Perceived			
Give my child an ample time opportunity to interact with others during	4.09	Slightly Perceived			
online classes.					
Establish the good relationship between my child and his/her teacher even	4.13	Slightly Perceived			
in an online learning modality.					
Motivate my child to enhance his/her self-esteem.	4.02	Slightly Perceived			
Facilitate my child in diverse learning styles and perspectives.	4.18	Slightly Perceived			
Help my child to be self-motivated to be successful in an online class.	4.00	Slightly Perceived			
Provide multiple activities for my child to develop critical thinking skills.	4.05	Slightly Perceived			
Provide access to an online wide range of content.	4.05	Slightly Perceived			
Provide explanatory feedback coming from the teacher.	4.14	Slightly Perceived			
Help my child to gain new experiences of learning in a new online	4.29	Strongly Perceived			
environment.		0,			
General Weighted Mean	4 12 Slightly Perceived				
Modular Distance Learning		~			
Promote my child a desire to learn	4 29	Strongly Perceived			
Give an ample time opportunity to interact with others even in a modular	4 27	Strongly Perceived			
learning modality	7.27	Subligity referived			
Establish the good relationship between my child and his/her teacher even	1 32	Strongly Perceived			
in a modular distance learning modality	4.52	Subligity referived			
Motivate my child to enhance self-esteem	1 18	Slightly Perceived			
Facilitate my child in diverse learning styles and perspectives	4.10	Slightly Perceived			
Halp my child to be salf motivated that allows him/her to work at his/her	4.02	Strongly Porceived			
own pace	4.21	Subligiy I ciccived			
Drovido multiple activities for my shild to develop his/her critical thinking	4 21	Strongly Parcoived			
skille	4.21	Subligiy reiceived			
Drovido access to a wide range of content specifically local resources	4.13	Slightly Paragived			
Provide access to a wide range of content specifically local resources.	4.13	Strongly Perceived			
distance learning	4.29	Subligity referived			
Ustance learning.	1 10	Clightly Demosived			
help my child to gain new experience of learning in a new modular	4.10	Slightly referived			
Concred Weighted Mean	4.01	Strongly Deresived			
Orline Distance Learning	4.21	Strongly Perceived			
Online Distance Learning	4.26	Circuit Densel 1			
Promote my child a desire to learn even it is a combination of online and	4.30	Strongly Perceived			
m-person class.	4.01				
Give my child an ample time opportunity to interact with others since it is a	4.21	Strongly Perceived			
combination of online and face-to-face learning.	4.07				
Establish the good relationship between my child and his/her teacher since	4.27	Strongly Perceived			
it is a combination of online and in-person class.	4.12				
Motivate my child to enhance self-esteem.	4.13	Slightly Perceived			
Facilitate my child in diverse learning styles and perspectives.	4.09	Slightly Perceived			
Help my child to be self-motivated that promotes flexible learning both	4.13	Slightly Perceived			
online and in-person.					
Provide multiple activities for my child to develop critical thinking skills.	4.07	Slightly Perceived			
Provide access to a wide range of content both online and local resources.	4.05	Slightly Perceived			
Provide explanatory feedback coming from the teacher since it is a	4.05	Slightly Perceived			
combination of online and in-person classes.					

Help my child to gain new experienced of learning in a new blended learning environment.	4.04	Slightly Perceived
General Weighted Mean	4.14	Slightly Perceived

For online distance learning, the most strongly perceived benefit was helping children gain new learning experiences (4.29), followed by promoting a desire to learn (4.23). Other aspects, such as facilitating diverse learning styles and providing explanatory feedback, were slightly perceived with 4.10 to 4.18. The general weighted mean for online distance learning was 4.12, indicating an overall slight perception of its benefits.

Modular distance learning, with 4.21, was perceived more favorably by parents. The most strongly perceived benefits included establishing a good relationship between the child and teacher (4.32) and promoting a desire to learn (4.29). Parents also highly valued the modality's capacity to provide explanatory feedback (4.29) and ample opportunities for interaction (4.27). However, facilitating diverse learning styles and perspectives was slightly perceived, with 4.02.

Blended distance learning showed a mixed perception with a general weighted mean of 4.14. The most strongly perceived benefits were promoting a desire to learn (4.36) and establishing good relationships between students and teachers (4.27). While some aspects such as self-esteem enhancement and flexible learning were slightly perceived (4.13), facilitating diverse learning styles and perspectives, as well as providing explanatory feedback and content access, had lower perceptions (4.05 to 4.09). Overall, this modality was slightly favored but demonstrated potential in combining the strengths of both online and in-person learning environments.

The study conducted at Canarem Elementary School with 50 parents' respondents' states that parents found out that modular distance learning was generally well implemented, except for learning activities that they said were too numerous to be completed in each time frame. Likewise, some parents claimed they could guide their children in answering the learning activities because they could not understand some of the topics or lessons (Olivo,2021). This highlights the need for parents to have a deeper understanding of the learning materials and activities to effectively support their children's learning.

According to the study of Vance et al., (2021), the study concludes that the parents, regardless of educational attainment and family monthly income have the same engagement to modular learning of the students. They are all aware on the transition of learning modalities. They include their selves in the utilization of learning modalities as they act many roles as the educational system continues to evolve.

Level of Awareness of the Teacher Respondents to the Utilization of the Different Learning Modalities

Table 4 presents an insightful breakdown of teacher awareness regarding different distance learning modalities amidst uncertain circumstances. Across online distance learning, modular distance learning, and blended distance learning, educators demonstrate varying degrees of understanding and preparedness.

Learning Modalities	Weighted	Interpretation
	Mean	
Online Distance Learning		
Challenge teachers in establishing good communication with the students.	4.38	Fully Aware
Be used to engage students in their study despite of the uncertain	4.38	Fully Aware
situations.		
Be an alternative way to assess students' progress through online	4.50	Fully Aware
assessment.		
Help teachers to improve teaching strategies in facilitating effective online	4.38	Fully Aware
distance learning.		
Challenge teachers' patience due to the stability of internet access intended	4.50	Fully Aware
for online distance learning.		
Enhance my skills in facilitating online distance learning.	4.25	Fully Aware
Challenge teachers through giving a clear instruction and to respond to the	4.38	Fully Aware
queries of the students during online classes.		
Challenge teachers in terms of utilization to the different technology like	4.38	Fully Aware

Table 4:- Level of Awareness of the Teacher Respondents to the Different Learning Modalities.

amoils and other online ristforms		
Challenge teachers' national in terms of motivating students to rectificate	1 38	Fully Awere
in an online class set up	4.30	Fully Aware
In an online class set-up.	4.50	Eully Among
Concered Weighted Mean	4.30	Fully Aware
Medular Distance Learning	4.40	Fully Aware
Modular Distance Learning	4.25	Enller Annene
accomplished in the module.	4.25	Fully Aware
Give an additional workload to the teachers like retrieval of modules and others	4.25	Fully Aware
Challenge teachers' nationce in dealing to the incomplete and unanswered	4 38	Fully Aware
modules of the students	1.50	I uny I wate
Enhance my teaching strategies to effectively facilitate the modular	4 00	Aware
distance learning	4.00	Tiware
Measures teachers' nationce to the different challenges and limitations	4 25	Fully Aware
associated with the modular distance learning	4.25	I uny I wate
Enhance the skills of teachers in facilitating modular distance learning	3.88	Aware
Challenge teachers through giving a clear instruction and to respond to the	4.25	Fully Aware
queries of the students during modular distance learning	7.25	Tuny Aware
Support students to develop their ability to become independent in modular	113	Aware
distance learning	4.15	Twate
Challenge teachers in motivating students to complete all the task in their	1 25	Fully Aware
modules	7.25	Tuny Aware
Be a good alternative way of learning during crisis like pandemic	4 50	Fully Aware
General Weighted Mean	4.30	Fully Aware
Rlandad Distance Learning	7.21	Tuny Awarc
Challenge teachers in establishing good communication with the students	4.50	Fully Awara
both online and in-person class	4.50	Fully Awarc
Be used to engage students in their study despite of the uncertain	1 38	Fully Awara
situations both online and in person class	4.50	Fully Awarc
Be an alternative way to assess students' progress through online	1.63	Fully Awara
assessment and onsite assessment	4.05	Fully Awarc
Help teachers to improve teaching strategies in facilitating effective both	1 38	Fully Awara
online and in person class	4.50	Fully Awarc
Challenge teachers' nationee due to the stability of internet access intended	1 25	Fully Awara
for online distance learning	4.23	Fully Awarc
Enhance the skills of teachers in facilitating both online and in person	1 13	Awara
class	4.15	Awale
Ciass.	1 25	Eully Amoro
Bive an additional teachers fole from knowledge provider to coach and	4.23	rully Awale
Develop teachers' flexibility on both online and in nerson set up teaching	1 20	Eully Among
Develop teachers nexionity on both online and in-person set-up teaching	4.38	Fully Aware
Challenge teachers in motivating students to attend in the online and in	1 25	Eully Amore
Channenge teachers in motivating students to attend in the online and in-	4.23	Fully Aware
Poison class.	4.12	Awara
De a good alternative way of learning during crisis like pandemic.	4.13	Aware
General weighted Mean	4.33	rully Aware

For online distance learning, teachers are fully cognizant of challenges such as establishing communication with students and maintaining patience amidst internet stability issues, while also recognizing its potential for skill enhancement and crisis resilience.

Similarly, modular distance learning is acknowledged for its burdens on students, additional workload for teachers, and challenges in motivating student engagement, though with the awareness of its effectiveness as a crisis alternative.

Blended distance learning, with its hybrid approach, is seen as both a challenge and an opportunity, requiring teachers to adapt their strategies for both online and in-person contexts while acknowledging its potential as a crisis-resilient learning model.

The weighted mean values and rankings underscore the varying degrees of awareness among teachers, with certain aspects of each modality garnering higher recognition than others. Despite these differences, the overarching theme is the acknowledgment of distance learning as a viable alternative, particularly in times of crisis like a pandemic. This comprehensive understanding positions educators to navigate the complexities of remote learning effectively, leveraging its advantages while addressing its challenges.

As such, the table provides valuable insights into the preparedness of teachers to embrace and optimize distance learning modalities amidst uncertain and challenging circumstances, ultimately fostering resilience and adaptability in educational practices.

Conducting online classes has become an essential thing on the part of the teacher, especially in higher education. The study made by Svihus (2024), it tackles the importance of learning new skills through improving online teaching in a way to deliver quality education despite the circumstances. It is also advised to seek help from co-workers to learn from individual experiences and engage time to professional development trainings.

The study also emphasizes the importance of creating a supportive learning environment for the students which can be achieved through using various digital tools and platforms to facilitate communication between teachers and students. Additionally, it suggests for the teachers to adapt and to be flexible enough to the ever-changing world.

Learning environment is one of the essential factors to achieve the goal despite the different learning uncertainties that we are facing to. It encompasses the culture of the school or class including every individual on how they will interact with one another. It can give a positive significance to the achievement of the students even in an online class set-up.

Level of Awareness of the Student Respondents to the Utilization of the Different Learning Modalities

Table 5 presents the analysis of student responses across different learning modalities and reveals varying levels of awareness regarding the benefits and functionalities of each approach.

Table 5:-	Level of .	Awareness	of the St	udent R	Respondents	to the	Utilization	of the	Different	Learning N	Modalities.
										··· 6	

Learning Modalities	Weighted Moon	Interpretation
Online Distance Learning	Ivitali	
Allow students to use their time more productive.	4.19	Aware
Improve the technical skills of the students since they will be dealing to the	4.20	Fully Aware
different online programs.		-
Provide the students wider range of content.	4.08	Aware
Help the students to refine their critical skills as they can explore to the	4.20	Fully Aware
different websites		
Develop students' flexibility and self-paced learning.	4.16	Aware
Improved students' virtual way of communication and collaboration.	4.33	Fully Aware
Enhance students' self-motivation in dealing to the different online	4.21	Fully Aware
activities given by the teachers.	1.00	
Give a reliable assessment to the students output as different online platforms will be utilized.	4.00	Aware
Promote a positive relationship between students and teachers even in an	4.31	Fully Aware
online class.		-
Answer the educational needs of the students as a new learning modality in	4.19	Aware
times of crisis like pandemic.		
General Weighted Mean	4.19	Aware
Modular Distance Learning		
Allow students to use their time more productive.	4.34	Fully Aware
Improve the independent learning of the students.	4.26	Fully Aware

Provide the students wider range of content.	4.11	Aware
Help the students to refine their critical skills since they will be dealing to	4.32	Fully Aware
the lots of activities in the module.		
Develop students' flexibility and self-paced learning.	4.22	Fully Aware
Improve students' communication and collaboration among their teachers.	4.10	Aware
Enhance students' self-motivation in dealing to the different tasks given by	4.13	Aware
the teacher.		
Give a reliable assessment to the students output as they will be dealing to	4.11	Aware
a lot of activities.		
Promote a positive relationship between students and teachers even there is	4.13	Aware
no face-to-face interaction.		
Answer the educational needs of the students as a new learning modality in	4.28	Fully Aware
times of crisis like pandemic.		
General Weighted Mean	4.20	Fully Aware
Blended Distance Learning		
allow students to use their time more productive.	4.34	Fully Aware
improve the independent learning of the students both online and in-person	4.33	Fully Aware
class.		
provide the students wider range of content both online and in-person class.	4.20	Fully Aware
help the students to refine their critical skills both online and in-person	4.34	Fully Aware
class.		
develop students' flexibility and self-paced learning.	4.20	Fully Aware
improved students' communication and collaboration among their teachers	4.28	Fully Aware
both online and in-person class.		
enhance students' self-motivation in dealing to the different tasks both	4.31	Fully Aware
online and in-person class.		
give a reliable assessment to the students output both online and in-person	4.10	Aware
class.		
promote a positive relationship between students and teachers both online	4.26	Fully Aware
and in-person class.		
answer the educational needs of the students as a new learning modality in	4.31	Fully Aware
times of crisis like pandemic.		
General Weighted Mean	4.27	Fully Aware

In the context of online distance learning, students demonstrate a solid awareness of its capacity to enhance productivity, technical skills, and critical thinking abilities. However, they rank aspects such as content range and reliable assessment lower in terms of awareness. This suggests that while students recognize the immediate benefits of online learning, there may be room for deeper understanding of its potential for comprehensive content delivery and robust assessment methodologies.

Conversely, with modular distance learning, students exhibit a higher level of awareness across most categories, recognizing its potential for independent learning, critical skill refinement, and addressing educational needs during crises. The data suggests that students perceive modular learning as a well-rounded approach that offers both flexibility and effectiveness in meeting their educational requirements. Additionally, students emphasize the importance of self-motivation and positive relationships with teachers in this learning modality, indicating a holistic understanding of the factors influencing their learning experience.

Blended distance learning also garners substantial awareness, particularly in areas like flexible learning, communication with teachers, and overall effectiveness in addressing educational needs during crises. Notably, students consistently prioritize the benefits of productive time usage and fostering positive student-teacher relationships across all modalities.

Overall, while students display varying degrees of awareness across modalities, there's a clear acknowledgment of the advantages offered by each approach in facilitating effective learning experiences. This nuanced understanding

suggests a readiness among students to adapt to diverse learning environments and utilize them optimally to meet their educational goals.

According to Bhagat et. al, (2015), they conducted the importance of awareness of learning styles in motivating students to adapt other learning strategies and utilized other methods in learning. The findings show that when students are aware of their preferred learning styles, they are most likely to be flexible and open using different modalities to optimize their learning experiences.

Students are most likely to motivate learning when they know their own learning styles which can help them to understand the lesson well. They can even show flexibility in a way they can adjust to try different learning modalities or new approaches and to adapt to new learning environments.

Level of Awareness of the Parent Respondents to the Utilization of the Different Learning Modalities

Table 6 presents the levels of awareness among parent-respondents regarding different learning modalities in response to uncertain situations, focusing on online distance learning, modular distance learning, and hybrid learning (combining online and in-person elements.

Table 6:- Level of Awareness of the Parent Respondents to the Utilization of the Different Learning Modalities.

Learning Modalities	Weighted Mean	Interpretation
Online Distance Learning		
Allow my child to use his/her time more productive in an online class	4.21	Fully Aware
set-up.		5
Improve the technical skills of my child since he/she will be dealing to	4.11	Aware
different online programs.		
Provide my child a wider online range of content.	3.98	Aware
Help my child to refine his/her critical skills as he/she can explore	4.02	Aware
different websites.		
Develop my child's flexibility and self-paced learning.	4.20	Aware
Improve my child's virtual way of communication and collaboration.	4.07	Aware
Enhance my child's self-motivation in dealing to the different online	3.91	Aware
activities given by the teachers.		
Give a reliable assessment to my child's output as different online	4.07	Aware
platforms will be utilized.		
Promote a positive relationship between my child and his/her teachers	4.21	Fully Aware
even in an online class.		
Answer the educational needs of my child as a new learning modality in	3.93	Aware
times of crisis like pandemic.		
General Weighted Mean	4.07	Aware
Modular Distance Learning		
Allow my child to use his/her time more productive even in a modular	4.21	Fully Aware
distance learning.		
Improve the independent learning of my child.	4.20	Aware
Provide my child a wider local range of content.	4.05	Aware
Help my child to refine his/her critical skills since the/she will be dealing	4.14	Aware
to the lots of activities in the module.		
Develop my child's flexibility and self-paced learning.	4.07	Aware
Improved my child's communication and collaboration among his/her	4.09	Aware
teachers.		
Enhance my child's self-motivation in dealing to the different tasks given	3.98	Aware
by the teacher.		
Give a reliable assessment to my child's output as he/she will be dealing	4.02	Aware
to a lot of activities.		
Promote a positive relationship between my child and his/her teachers	4.16	Aware
even there is no face-to-face interaction.		
Answer the educational needs of my child as a new learning modality in	3.98	Aware

times of crisis like pandemic.		
General Weighted Mean	4.09	Aware
Blended Distance Learning		
Allow my child to use his/her time more productive both online and in-	4.25	Fully Aware
person class.		
Improve the independent learning of my child both online and in-person	4.18	Aware
class.		
Provide my child's wider range of content both online and in local	3.95	Aware
resources.		
Help my child to refine his/her critical skills both online and in-person	4.09	Aware
class.		
Develop my child's flexibility and self-paced learning	4.18	Aware
Improved my child's communication and collaboration among his/her	4.04	Aware
teachers both online and in-person class.		
Enhance my child's self-motivation in dealing to the different tasks both	4.25	Fully Aware
online and in-person class.		
Give a reliable assessment to my child's output both online and in-person	4.05	Aware
class.		
Promote a positive relationship between my child and his/her teachers	4.13	Aware
both online and in-person class.		
Answer the educational needs of my child as a new learning modality in	4.07	Aware
times of crisis like pandemic.		
General Weighted Mean	4.12	Aware

Concerning online distance learning, parents exhibit a full awareness of its potential to optimize their child's time management in an online class setting and to foster positive relationships between their child and teachers. They also recognize its capacity to enhance technical skills, critical thinking abilities, flexibility in learning, virtual communication, reliable assessments, and crisis-resilient educational support, although their prioritization varies across these aspects.

Similarly, parents demonstrate a comprehensive understanding of modular distance learning, acknowledging its role in promoting productivity and independence in their child's learning journey. They also recognize its capacity to provide diverse content, refine critical skills, facilitate flexible learning approaches, foster positive teacher-student interactions, and address educational needs during crises.

Moreover, for hybrid learning, parents are fully aware of its potential to optimize time management both online and in-person, alongside its role in enhancing independent learning. They also appreciate its ability to refine critical skills, support flexible learning approaches, facilitate effective communication and collaboration, provide reliable assessments, and cater to educational needs during uncertain times.

Overall, this data underscores the holistic understanding among parents regarding the potential benefits of diverse learning modalities amidst uncertain circumstances. While recognizing the advantages of each approach, parents exhibit nuanced differences in their prioritization and awareness of specific aspects, reflecting a comprehensive perspective on the evolving landscape of education.

The study conducted by Gumapac et al., (2021) titled focused on strengthening parent's role in modular distance learning reflects a strong support of the parents to the learning modalities. The gathered data is from 358 parents of Grade 11 and 12 senior high school students. The result reveals that parents are highly engaged in modular distance learning particularly in sustaining motivation, coaching, tutoring, and monitoring compliance. The study also identifies challenges faced by parents and highlights the practices they are doing in supporting the learning modality. Parents play a very crucial role in the transition of the learning modality of the students. Some of the things they are doing is preparing healthy meals, purchasing school supplies, participating in meetings and most especially providing encouragement and motivation to their children.

Level of Acceptance of the Teacher Respondents to the Utilization of the Different Learning Modalities Table 7 presents the level of acceptance among teacher-respondents regarding various learning modalities in uncertain circumstances.

Learning Modalities	Weighted Interpretation	
	Mean	
Online Distance Learning		
Be an effective mode of education during crisis like pandemic.	4.63	Strongly Agree
Allow teachers to interact with students in real time.	4.38	Strongly Agree
Ease the process of teaching of the teachers.	3.75	Agree
Enhance teachers' performance through the activities included in an online	3.75	Agree
class session.		
Provide a valuable learning experience both teachers and students through online class.	4.13	Agree
Accommodate the preference of teachers' style during online session.	4.25	Strongly Agree
Enhance teacher's interest during online class.	4.25	Strongly Agree
Promote teachers' flexibility and accessibility to education for teachers in	3.88	Agree
an online distance learning set-up.		C
Cater the individual differences of the students which is a big help for the teachers	3.88	Agree
Help teachers to improve the learning outcomes of the students through	4.00	Agree
online class.		
General Weighted Mean	4.09	Agree
Modular Distance Learning		
Be an effective mode of education during crisis like pandemic.	3.63	Agree
Allow teachers to interact with students in real time.	3.00	Neutral
Ease the process of teaching through creating engaging learning 3.00 Neutral		Neutral
Change teacher's teaching strategies to support students in their	3.75	Agree
independent learning.		
Provide a valuable learning experience to the teachers.	3.50	Agree
Accommodate teachers' teaching preference during distance learning.	4.13	Agree
Enhance teachers' interest during modular distance learning.	3.63	Agree
Promote teachers' flexibility and personalized learning experience as well.	3.38	Neutral
Promote teachers' accessibility to educate students in a modular distance learning.	4.00 Agree	
Help teachers to improve the learning outcomes of the students through modular distance learning	3.75	Agree
General Weighted Mean	3 58	Agree
Blended Distance Learning	5.50	1 igite
Be an effective way of teaching to the students during crisis like pandemic	4 00	Agree
Allow teachers to interact with students both online and in -person class	3.88	Agree
Ease the process of teaching through creating engaging learning environment	4.00	Agree
Change teachers' teaching strategies to support students in their	4.13 Agree	
Independent learning.	4.25	Steenaly Agena
Accommodate teaching experience to the teachers.	4.23	A gree
class.	4.13	Agree
Enhance teachers' interest both online and in-person class.	4.13	Agree
Promote teachers' flexibility and personalized learning experience as well.	4.25	Strongly Agree
Promote teachers' accessibility to educate students in both online and in-	4.13	Agree
person class distance learning.		
Help teachers to improve the learning outcomes of the students through	4.00	Agree

Table 7:- Level of Acceptance of the Teacher Respondents to the Utilization of the Different Learning Modalities.

online and in-person class.		
General Weighted Mean	4.09	Agree

Online distance learning emerges as the most favored approach, with respondents strongly agreeing on its efficacy during crises, real-time interaction opportunities, and its ability to cater to diverse teaching styles, ultimately enhancing teacher interest. Additionally, online learning is perceived as a valuable tool for both teachers and students, offering flexibility and accessibility while also improving learning outcomes. The weighted mean reflects a general agreement among respondents regarding the effectiveness and benefits of online distance learning, positioning it as the top-ranked modality among the surveyed teachers.

Likewise, modular distance learning receives moderate acceptance from teacher-respondents. While it is acknowledged as an effective mode during crises and for accommodating teaching preferences, the neutrality surrounding its real-time interaction and ease of teaching processes suggests some reservations among educators. Nonetheless, modular distance learning is recognized for its potential to support independent learning and improve learning outcomes, albeit with a slightly lower weighted mean compared to online distance learning. This indicates a somewhat mixed sentiment among teachers regarding the efficacy and suitability of modular distance learning in uncertain situations.

Blended distance learning, combining both online and in-person components, also garners considerable acceptance from teacher-respondents. Praised for its ability to provide valuable learning experiences and promote flexibility, blended learning is seen as a viable option for educators seeking to adapt their teaching strategies to diverse circumstances. While it ranks slightly lower in terms of effectiveness during crises compared to online distance learning, its weighted mean reflects a generally positive perception among teachers, highlighting its potential to enhance both teaching processes and learning outcomes in uncertain situations.

The study conducted by Sun et. al., (2022) is about the acceptance of the pre-service teachers towards online teaching and factors influencing their acceptance. It highlights the importance of perceived usefulness and ease of use in determining teachers' acceptance of online teaching. The results show that the acceptance by the pre-service teachers provides a valuable insight that contributes to teachers' willingness to adopt online teaching. The study found that perceived usefulness and ease of use were the most significant factors influencing teachers' acceptance of online teaching. It simply means that they will be most likely to accept online teaching if they believe it to be useful for their students and if they find it easy.

In addition to the study, it found out that teachers' attitudes towards technology and their confidence in using technology were significant predictors of their acceptance of online teaching. This highlights the importance of building teachers' technological pedagogical and content knowledge to support their adoption of online teaching. Additionally, the study found that teachers' perceptions of the benefits of online teaching such as increased flexibility and accessibility, were also important factors in their acceptance of online teaching.

Level of Acceptance of the Student Respondents to the Utilization of the Different Learning Modalities

Table 8 illustrates the student-respondents' acceptance levels regarding various distance learning modalities amidst uncertain situations, such as the COVID-19 pandemic.

Table 8:- Level of Acceptance of the Student Respondents to the Utilization of the Different Learning Modalities.

Learning Modalities	Weighted	Interpretation
	Mean	
Online Distance Learning		
Allow the students to set their own schedules.	3.84	Agree
Allow the students to learn at their own pace.	3.93	Agree
Offer students the opportunities to utilize technologies to facilitate	4.22	Strongly Agree
learning.		
Cater the students individual learning styles and preferences through	4.16	Agree
utilizing different digital platforms.		
Access to a wider range of program and course offerings.	4.27	Strongly Agree
Save money in a way the students will not spend money on location-related	4.12	Agree
expenses.		

Promote strong self-motivation to the students who are in control of setting	4.28	Strongly Agree
time to complete assignments and others.		
Improve the technical skills of the students that they need on their future	4.30	Strongly Agree
jobs.		
Increase student collaboration utilizing different online platforms.	4.12	Agree
Be an alternative to in-person classes due to crisis like pandemic.	4.28	Strongly Agree
General Weighted Mean	4.15	Agree
Modular Distance Learning		
Allow the students to set their own schedules.	4.16	Agree
Allow the students to learn at their own pace.	4.04	Agree
Offer students the opportunities to utilized different learning resources to	4.21	Strongly Agree
facilitate learning.		
Cater the students individual learning styles and preferences through	4.24	Strongly Agree
dealing to the different tasks given by the teacher.		
Access to a wider range of content.	4.14	Agree
Save money in a way the students will not spend money on location-related	4.27	Strongly Agree
expenses.		
Promote strong self-motivation to the students to accomplish the task	4.08	Agree
before the deadline.		-
Improve the critical thinking skills of the students in dealing to the tasks in	4.36	Strongly Agree
the modules.		
Strengthen the relationship of students and teachers.	4.21	Strongly Agree
Be an alternative to in-person classes due to crisis like pandemic.	4.24	Strongly Agree
General Weighted Mean	4.20	Agree
Blended Distance Learning		
Allow the students to set their own schedules both online and in-person	4.11	Agree
classes.		
Allow the students to learn at their own pace both online and in-person	4.03	Agree
classes.		
Offer students opportunities to utilize both online and other resources to	4.27	Strongly Agree
facilitate learning.		
Cater the students individual learning styles and preferences both online	4.22	Strongly Agree
and in-person class.		
Accommodate the students' educational needs both online and in-person	4.23	Strongly Agree
class providing wider content.		
Allow the students to balance activities both online and in-person class.	4.24	Strongly Agree
Promote strong self-motivation on the part of the students dealing to the	4.36	Strongly Agree
different tasks given by the teacher.		
Help the students to develop and enhance technical and vocational skills	4.34	Strongly Agree
effectively.		
Promote sufficient opportunities to collaborate with their teachers.	4.34	Strongly Agree
Be an alternative to in-person classes due to crisis like pandemic.	4.29	Strongly Agree
General Weighted Mean	4.24	Strongly Agree

Firstly, online distance learning garnered significant acceptance, particularly in enabling students to customize their schedules and pace of learning, as indicated by strong agreement ratings. Moreover, the utilization of technology for learning facilitation and catering to individual learning styles received favorable ratings, reflecting a positive outlook on its adaptability and efficacy.

Additionally, online learning was recognized for its potential to offer a wider array of courses and programs, potentially saving students from location-related expenses. These findings underscore the perceived benefits and flexibility associated with online distance learning, positioning it as a viable alternative to traditional classroom settings during crises.

Secondly, modular distance learning emerged as another favored modality, with notable agreement on its ability to accommodate individual schedules and learning paces. The recognition of its facilitation of diverse learning resources and promotion of self-motivation among students further highlights its appeal. Moreover, the emphasis on fostering critical thinking skills and strengthening student-teacher relationships suggests a holistic approach to learning and engagement within the modular framework. This acknowledgment reinforces modular distance learning's effectiveness in providing tailored educational experiences while addressing the challenges posed by uncertain circumstances.

Finally, blended distance learning stood out as the most widely accepted modality, with strong agreement across various aspects. Notably, its ability to combine online and in-person elements to accommodate diverse learning needs and preferences garnered significant praise. The promotion of self-motivation, collaboration opportunities, and skill development within this framework reflects a holistic approach to education, aiming to enhance both academic and practical competencies.

Level of Acceptance of the Parent Respondents to the Utilization of the Different Learning Modalities

The data from Table 9 shows the acceptance levels of various learning modalities among parent-respondents, particularly in response to uncertain situations.

Learning Modalities	Weighted Interpretation	
	Mean	
Online Distance Learning		
Allow my child to set his/her own schedules.	4.18	Agree
Allow my child to learn at his/her own pace.	4.09	Agree
Offer my child the opportunities to utilized technologies to facilitate	4.11	Agree
learning.		
Cater my child's individual learning styles and preferences through	4.02	Agree
utilizing different digital platforms.		
Help my child to access to a wider range of program and course offerings	4.34	Strongly Agree
online.		
Save money in a way my child will not spend money on location-related	4.11	Agree
expenses.		
Promote strong self-motivation to my child who are in control of setting	4.11	Agree
time to complete assignments and others.		
Improve the technical skills of my child that he/she needs on his future job.	4.09	Agree
Increase child's collaboration utilizing different online platforms.	4.05	Agree
Be an alternative to in-person classes due to crisis like pandemic.	4.13	Agree
General Weighted Mean	4.12	Agree
Modular Distance Learning		
Allow my child to set his/her own schedules in answering the activities in	4.29	Strongly Agree
the given module.		
Allow my child to learn at his/her own pace.	4.29	Strongly Agree
Offer my child the opportunities to utilized different local learning	4.13	Agree
resources to facilitate learning.		
Cater my child's individual learning styles and preferences through dealing	4.07	Agree
to the different tasks given by the teacher.		
Access to a wider range of local content.	4.00	Agree
Save money in a way my child will not spend money on location-related	4.02	Agree
expenses.		
Promotes strong self-motivation of my child to accomplish the task before	4.23	Strongly Agree
the deadline.		
Improve the critical thinking skills of my child in dealing to the tasks in the	4.14	Agree
modules.		
Strengthen the relationship of my child and teachers even in modular	3.98	Agree
distance learning.		
Be an alternative to in-person class due to the crisis like pandemic.	4.21	Strongly Agree

Table 9:- Level of Acceptance of the Parent Respondents to the Utilization of the Different Learning Modalities.

General Weighted Mean	4.14	Agree
Blended Distance Learning		
Allow my child to set his/her own schedules both online and in-person	4.25	Strongly Agree
classes.		
Allow my child to learn at his/her own pace both online and in-person	4.14	Agree
classes.		
Offer my child the opportunities to utilize both online and local resources	4.11	Agree
to facilitate learning.		
Cater my child's individual learning styles and preferences both online and	4.11	Agree
in-person class.		
Accommodate my child's educational needs both online and in-person	4.07	Agree
class providing wider content.		
Allow my child to balance activities both online and in-person class.	3.95	Agree
Promote strong self-motivation on the part of my child in dealing to the	4.30	Strongly Agree
different tasks given by the teacher.		
Help my child to develop and enhance technical and vocational skills	4.16	Agree
effectively.		
Promote sufficient opportunities to collaborate with his/her teachers.	4.16	Agree
Be an alternative to in-person classes due to crisis like pandemic.	4.21	Strongly Agree
General Weighted Mean	4.15	Agree

Notably, online distance learning emerges as highly accepted, with parents acknowledging its capacity to empower their children to set personalized schedules and progress at their own pace. Furthermore, they recognize its potential to leverage technology for learning purposes and provide access to a diverse array of program offerings. This acknowledgment underscores the value parents place on the flexibility and opportunities afforded by online platforms, especially in navigating unpredictable circumstances such as those brought about by the ongoing pandemic.

Modular distance learning also garners considerable acceptance among parent-respondents, particularly for its adaptability in allowing students to dictate their schedules and pace of learning. The modality's emphasis on self-paced, module-based education is perceived as beneficial for student autonomy and engagement. Additionally, parents appreciate its potential to save on expenses related to physical attendance while fostering self-motivation in completing tasks. These findings highlight the appeal of modular learning in providing structured yet flexible educational experiences that cater to individual student needs.

Blended distance learning, combining online and in-person components, also finds favor among parent-respondents. They acknowledge its ability to accommodate diverse learning styles and preferences while offering a balance between digital resources and local learning opportunities. Furthermore, parents recognize the modality's potential to foster self-motivation and develop technical and vocational skills effectively. Overall, the data underscores the importance of flexibility, technology integration, and personalized learning experiences in shaping parent perceptions of distance education modalities amidst uncertain educational landscapes.

Extent of the Problems Encountered by the Teacher Respondents on the Utilization of Different Learning Modalities

The findings on utilization of diverse learning modalities bring forth an array of challenges for teachers. The extent of the problems encountered by the teacher are shown in Table 10.

Table 10:- Extent of the Problems Encountered by the Teacher Respondents on the Utilization of Different Learning Modalities.

Learning Modalities	Weighted	Interpretation
	Mean	
Online Distance Learning		
Poor internet connection resulting to the distraction of online class.	4.63	Always
Inadequate learning resources due to the constraint of time.	4.63	Always
Being concern to health like too much exposure on the screen during	4.75	Always
classes.		

The expense of technology that adds for the daily expenses.	4.38	Always
Difficulty in receiving timely feedback due to the lots of queries coming	4.63	Always
from the students.		
Inability to meet the students on time due to lack of communication.	3.75	Often
Time management concerns due to the workload brought about to the	4.00	Often
adaptation of new learning modality.		
Students' level of computer literacy that makes our session being	4.25	Always
interrupted.		
Difficulty in motivating students because of too many distractions.	4.25	Always
Difficulty to grasp students' attention for a longer period of time.	4.38	Always
General Weighted Mean	4.36	Always
Modular Distance Learning		
Difficulty in preparing the required instructional modules.	4.50	Always
Inadequate learning resources provided by the institution.	4.00	Often
Difficulty in securing students' modules due to absenteeism of students	4.13	Often
during retrieval of outputs.		
Extra task to be accomplished which is not align to the job description.	4.00	Often
Difficulty in checking the accomplished modules of the students.	4.38	Always
Time management due to lots of responsibilities that needs to attend.	4.25	Always
Lack of instant communication to the students due to limited time during	4.63	Always
retrieval of modules.		
Difficulty in evaluating students' answers in the modules.	4.38	Always
Monitoring of students' learning in a modular learning modality.	4.50	Always
Financial difficulties due to the expense of technology.	4.13	Often
General Weighted Mean	4.29	Always
Blended Distance Learning		
Inadequate training in utilizing technology that is needed in conducting	3.63	Often
online classes and limited face-to-face classes.		
Expense of technology brought about to the adaptation of new learning	3.75	Often
modality.		
Motivating students to attend in class both online and in-person.	4.13	Often
Weakened relationships between students and teachers that makes the	4.13	Often
learning process a difficult one.		
The need to adapt to the content of blended distance learning.	4.25	Always
Difficulty in assessing students' progress due to limited time.	4.00	Often
Increased workload due to the two learning modalities to be utilized.	4.25	Always
Conflict in schedule due to lots of workloads that is needed to be	4.13	Often
accomplished.		
Limited time for students' interaction during online and in-person class.	3.88	Often
Adjustment to the new learning modality which is blended learning.	4.25	Always
General Weighted Mean	4.04	Often

Among these hurdles, poor internet connectivity and a shortage of adequate learning resources consistently plague educators, hindering the smooth delivery of content. Health concerns, notably the strain caused by prolonged screen exposure, emerge as a paramount issue, necessitating proactive measures to safeguard both educators and students alike.

Moreover, the financial strain posed by the expense of acquiring necessary technology compounds teachers' daily expenses, adding an additional layer of complexity to an already demanding profession.

Furthermore, challenges surrounding the provision of timely feedback and the punctual meeting of students underscore the critical need for robust communication channels and effective time management strategies. The significant issue of students' varying levels of computer literacy highlights the importance of offering tailored support and resources to bridge this gap. Concurrently, maintaining student motivation and sustaining their attention

throughout lessons remain perennial challenges, demanding innovative teaching approaches and dynamic engagement strategies to foster an enriching learning environment.

De Jesus et al., (2020), highlighted the difficulties faced by elementary school teachers in implementing modular distance learning. It found out that teachers are facing challenges like collaborating with their colleagues in preparing modules and distribution as well as the retrieval. Addition to that is the individualized support that they will give to the students to manage the given activities and responsibilities. Modular distance learning includes also the technical challenges in which there is a need to do research on the things to be accomplished in the modules. Furthermore, teacher were reported feeling overwhelmed by the sudden transition of learning modalities which there is a need for them to adapt and adjust.

Table 11:- Solutions Applied by the Teacher Kesp	ondents on the Othization of Different Learning Modanties.
Problems Encountered	Solutions Applied
Online Distance Learning	
Poor internet connection	-To have an alternative network provider
Inadequate learning materials	-Provide a variety of multimedia resources through
	incorporating text, images, videos, and other interactive
	elements to address different learning style
Too much exposure on the screen that can	-Adjust display setting
damage the eyes	-Take regular breaks
Expense of technology	-Monitor usage and identify areas for optimization
Timely feedback to be given to the students	-Schedule regular feedback session to ensure timely and
	consistent communication
Inability to meet the students on time	-Schedule meetings in advance through posting announcement
	in the group chats
Too much workload	-Time management and prioritization
Level of computer literacy of the students	-Have a basic orientation in utilizing computer
Too many distractions	-Set daily goals and avoid opening websites that is not
	connected to the topic
Grasping students' attention	-Applied different teaching strategies to grasp students'
	attention
Modular Distance Learning	
Difficulty in preparing instructional materials	-Engage in a learning activity in making instructional materials
Inadequate learning resources provided by the	-Initiate to search for an additional reference
institution	
Difficulty in securing students' modules	-Make an advance announcement about the deadlines in the
	submission of the modules
Extra task that needs to be accomplished	-Time management
Difficulty in checking outputs	-State a clear objectives and instruction for the students to
	understand
Lots of responsibilities that needs to accomplish	-Set priorities
Lack of communication to the students	-Make a group chat wherein announcements and concerns can
	be addressed
Difficulty in evaluating students' output	-Initiate students to have a learning reflection on each subject
	matter
Difficulty in monitoring students learning	-Implement a frequent formative assessment and provide timely
progress in a modular set-up	feedback to the students
Problems Encountered	Solutions Applied
Expense of technology	-Monitor usage and identify areas for optimization
Blended Distance Learning	
Inadequate training in utilizing technology	-Attend in a professional development seminar that is anchored
	in enhancing skills and confidence in using technology during
	class session

Solutions Applied by the Teacher Respondents on the Utilization of Different Learning Modalities

In order to address the problems encountered, the teacher employed different measures as presented in Table 11. **Table 11:-** Solutions Applied by the Teacher Respondents on the Utilization of Different Learning Modalities.

Expense of technology	-Monitor usage and identify areas for optimization
Difficulty in motivating students to attend in	-Foster social connection activities during face-to-face then
online and face-to-face class	provide an engaging content during online class
Weakened teacher and students' relationship	-Encouraging students for an open communication
Adaptation to the learning process in a blended	-Cope-up to the new learning process through embracing
set-up	changes
Difficulty in assessing students' progress due to	-Optimize assessment practices and provide timely feedback
limited time	
Increased workload due to the utilization of both	-Set priorities and focus to the goals. Learn to balance work.
online and face-to-face	
Conflict in schedule	-Time management
Limited interaction between teacher and students	-Initiate to have a communication channel between teachers and
	students
Adjustment in the new learning set-up	-Establish routines and manage expectations

Despite these challenges, viable solutions exist to alleviate the burden on educators and optimize the learning experience for students. Exploring alternative content delivery methods, promoting wellness practices to mitigate health risks, seeking funding for necessary technology, and cultivating a supportive learning environment are among the strategies that can bolster educators in navigating the complexities of diverse learning in an online distance modality.

On the other hand, engaging in a learning activity that can motivate the students, strengthening teacher and student relationship to build the strong relationship, setting clear objectives and frequent formative assessment were the common solutions applied by the teacher respondents to surpass the challenges experienced in a modular setup of modality.

Moreover, attending professional development seminars, setting priorities on what to be accomplished first and establishing routines are some of the ways applied by the respondents in blended distance learning.

By embracing these solutions and fostering resilience in the face of adversity, educators can effectively surmount challenges and unlock the full potential of their teaching endeavors.

Extent of the Problems Encountered by the Student Respondents on the Utilization of Different Learning Modalities

Table 12 presents a comprehensive overview of the problems encountered by students during the utilization of different learning modalities, as perceived by the student-respondents.

Table 12:- Extent of the Problems Encountered by the Student Respondents on the Utilization of Different Modalities.

Learning Modalities	Weighted Mean	Interpretation
Online Distance Learning		
Difficulty in internet connection during online discussion.	4.17	Often
Inadequate learning resources due to the sudden change of learning	4.17	Often
modality.		
Health problems like too much exposure to the computer during online	3.96	Often
class.		
Financial difficulties like purchasing an additional gadget to be used	4.04	Often
during online class.		
Difficulty in receiving timely feedback from the teachers due to lots of	4.16	Often
queries.		
Computer literacy due to the abrupt change of learning modality which	4.03	Often
is new to all.		
Time management concerns due to the lots of tasks given by the	4.11	Often
teachers.		
Lack of productivity due to the lots of distractions.	4.04	Often
Feeling of isolation that can lead not to focus to the subject matter.	4.11	Often

Too many distractions encountered like social media that hinder the	4.19	Often
accomplishment of the task.		
General Weighted Mean	4.10	Often
Modular Distance Learning		
Ineffective time management due to the numbers of worksheets to be	4.22	Always
accomplished.		
Lack of instant communication to the teachers due to lots of queries.	4.21	Always
Not receiving clear instructions or expectations from the teachers due to	4.06	Often
limited time.		
Decreased motivation due to lack of learning facilitator.	4.30	Always
Lack of productivity/focus due to lots of distractions.	4.08	Often
Mental health problems like feeling of depression.	4.14	Often
Overloaded activities to be accomplished that makes them feel burned	4.11	Often
out.		
Poor learning environment like hearing loud noises coming from	4.08	Often
vehicles and others.		
Difficulty in understanding the module contents and assessment	4.14	Often
instructions due to lack of learning facilitator.		
Financial difficulties like transportation going to the school in retrieving	4.17	Often
the modules.		
General Weighted Mean	4.15	Often
Blended Distance Learning		
Inadequate training in utilizing digital platforms due to lack of	4.12	Often
knowledge.		
Technological issues due to lack of knowledge to the different online	4.20	Always
platforms.		
Decreased motivation due to overloaded activities to be accomplish.	4.28	Always
Weakened relationships between students and teachers due to lack of	4.24	Always
time.		
Expense of technology that needs to comply with.	4.21	Always
Lack of technological resources due to abrupt changes of learning	4.18	Often
modality.		
Increased workload that needs to be accomplished in order to assess the	4.03	Often
students well.		
Lack of focus due to the variation of online and in-person class.	4.12	Often
Limited time of interaction with their teachers due to the constraint of	4.08	Often
time.		
Adaptation to the new learning modality that makes them feel burned	4.16	Often
out.		
General Weighted Mean	4.16	Often

Among the prominent issues faced by students were difficulties in internet connectivity during online discussions and inadequate learning resources due to the sudden shift in learning modalities. Additionally, health problems stemming from excessive computer exposure and financial constraints in acquiring necessary gadgets were common challenges.

Students also struggled with receiving timely feedback from teachers, computer literacy, and managing their time effectively amidst a plethora of tasks. Distractions, both internal and external, such as social media and feelings of isolation, significantly impacted students' productivity and focus. Solutions applied by students included attempts to improve time management, seeking instant communication channels with teachers, and grappling with unclear instructions from educators.

Despite efforts to adapt, issues like decreased motivation due to the absence of learning facilitators, mental health concerns like depression, and the overwhelming workload leading to burnout persisted. These challenges underscore

the complexity of transitioning to and navigating through diverse learning modalities, indicating a need for comprehensive support structures and strategies to address students' multifaceted needs effectively.

Solutions Applied by the Student Respondents on the Utilization of Different Learning Modalities

Table 13 presents the solutions applied by the students' respondents to overcome the difficulties they experienced during the utilization of the different learning modalities.

Table 15: Solutions Applied by the Student Respondents on the Utilization of Different Learning Modality

Problems Encountered	Solutions Applied
Online Distance Learning	
Poor internet connection	-To have an alternative network provider
Inadequate learning materials	-Access to open educational resources
	-Ask for teachers support
Too much exposure on the screen that can	-Adjust display setting
damage the eyes	-Take regular breaks
Financial difficulties	-Learn to budget and manage things to compensate the needs in
	online class
Difficulty receiving timely feedback	-Strictly follow teachers' instruction in asking queries
Computer literacy	-Watch a tutorial video about technology utilization specifically
	google meet
Time management	-Set prioritization
Lack of productivity	-Set a routine
Feeling of isolation	-Seek for family support
Too many distractions	-Stay focus on the goals
Modular Distance Learning	<u> </u>
Ineffective time management	-Scheduling of activities
Lack of instant communication	-Follow teachers schedule given time for consultation
Not receiving clear instruction from the teachers	-Initiate or contact teachers for clarifying things
Decreased motivation	-Setting goals to have a direction
Lots of distractions	-Stay focus
Table 13. Continuation	
Problems Encountered	Solutions Applied
Mental problem like feeling of depression	-Practice mindfulness like meditation or breathing exercise
Overloaded activities	-Set priorities
Poor learning environment	-Seek parents support in providing healthy environment for
	learning
Lack of facilitator	-Communicate with the teachers
Financial problem	-Utilize resources wisely
Blended Distance Learning	
Inadequate training in utilizing technology	-Watch videos related in utilizing digital platforms
Technological issues	-Learn to utilize online platforms
Decreased motivation	-Seek for support
Weakened teacher and students' relationship	-Strengthened teacher and students' relationship through having
	an open communication
Expense of technology	-Learn how to budget to compensate the needs in online class
Lack of technological resources	-Upgrade and learn to utilize technology
Increased workload due to the utilization of both	-Set priorities and time management
online and face-to-face	
Lack of focus	-Stay away from distractions
Limited interaction between teacher and students	-Make an alternative channel of communication
Adaptation to the new learning modality	-Embrace changes like adaptation to the new trend of learning
	modality

In every problem, there is a corresponding solution that can be used to surpass the difficulties. The students applied different measures like looking for another network provider, learning to explore the digital platforms through watching tutorial videos and most especially setting goals to motivate more in accomplishing tasks. Learning at their own pace is really a challenge on their part. However, improvement of self-esteem can be achieved to be a better individual as they totally embrace the ever-changing world of uncertainties

In the modular distance learning, the students learn to schedule their activities, seek help from others, establish good relationship with their teachers as they communicate often and staying focus on the goals were some of the measures applied by the students. It is important to cope up with the changes that is taking place. Moreover, learning the stepby-step procedure in utilizing digital platforms, budgeting time and money to compensate the expenses and staying away from distractions are some of the applied solutions rendered by the respondents in utilizing blended type of learning.

Extent of the Problems Encountered by the Parent Respondents on the Utilization of Different Learning Modalities

Table 14 presents the challenges faced by the parent respondents on the utilization of different learning modalities. **Table 14:-** Extent of the Problems Encountered by the Parent Respondents on the Utilization of Different Learning Modalities.

Learning Modalities	Weighted Mean	Interpretation
Online Distance Learning		
Difficulty in keeping my child to focus on his/her online class due to lots	3.98	Often
of distractions.		
Establishing daily routine for my child for him/her to practice what is	3.93	Often
needed to be done daily in attending on his/her online class.		
Balancing hosehold responsibilities and teaching my child in	3.96	Often
accomplishing the online given task.		
Purchasing a gadget that will be used by my child during his/her online	3.71	Often
class.		
Health concern for my child for too much exposure on the screen during	4.00	Often
his/her online class.		
Computer literacy which is a new way of learning that I need to adapt as	3.75	Often
a parent.		
Managing my time to assist my child in his/her needs during online class.	4.02	Often
Unsatisfactory learning outcomes of my child during the online session.	3.88	Often
Instructional challenges that are confusing given during the online	3.91	Often
session of my child.		
Introduction of the online class as a new learning modality of my child.	4.04	Often
General Weighted Mean	3.92	Often
Modular Distance Learning		
Managing my time ineffectively due to lots of queries of my child in	3.95	Often
accomplishing the task in the module.		
Lack of instant communication to the teachers of my child due to the new	3.84	Often
learning modality through modular way.		
Not receiving clear instructions that makes the task a confusing one in	3.84	Often
the modules of my child.		
Motivating my child in a way he/she will find it easy to accomplish the	3.75	Often
activities in the module by themselves.		
Lack of productivity due to spending more time helping my child in	3.88	Often
accomplishing the task in their modules.		
Mental health experienced by my child like depression and isolation due	3.77	Often
to lack of facilitator.		
Overloaded activities to be accomplished in the module by my children	3.75	Often
that makes them feel burned out.		
Poor learning environment that challenged me to provide a comfortable	3.91	Often

one while my child is answering his/her modules.		
Learning outcome of my child utilizing the new mode of learning	3.82	Often
through modular.		
Financial difficulties due to the lots of expenses when my child is	3.89	Often
studying at home.		
General Weighted Mean	3.84	Often
Blended Distance Learning		
Having no inadequate training in utilizing online platforms as well as	3.84	Often
dealing to a lot of tasks to be accomplish in modular distance learning.		
Difficulties in connection during online class of my child that makes me	3.79	Often
feel upset.		
Difficulties in motivating my child to cope up to the combination of	3.86	Often
online and in-person class.		
Weaken relationship between parents and teachers due to limited time	3.84	Often
brought about by the combination of online and in-person class.		
Learning Modalities	Weighted	Verbal
Learning Modalities	Weighted Mean	Verbal Interpretation
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person	Weighted Mean 3.64	Verbal Interpretation Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning.	Weighted Mean 3.64	Verbal Interpretation Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended	Weighted Mean 3.64 3.80	Verbal Interpretation Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning.	Weighted Mean 3.64 3.80	Verbal Interpretation Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning. Additional workload in assisting my child during his online and in-	Weighted Mean 3.64 3.80 3.71	Verbal Interpretation Often Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning. Additional workload in assisting my child during his online and in- person class.	Weighted Mean 3.64 3.80 3.71	Verbal Interpretation Often Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning. Additional workload in assisting my child during his online and in- person class. Lack of appropriate devices to be used which hinders my child to access	Weighted Mean 3.64 3.80 3.71 3.59	Verbal Interpretation Often Often Often Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning. Additional workload in assisting my child during his online and in- person class. Lack of appropriate devices to be used which hinders my child to access to different online platforms.	Weighted Mean 3.64 3.80 3.71 3.59	Verbal Interpretation Often Often Often Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning. Additional workload in assisting my child during his online and in-person class. Lack of appropriate devices to be used which hinders my child to access to different online platforms. Limited time for teachers' interaction to address the queries of my child	Weighted Mean 3.64 3.80 3.71 3.59 3.79	Verbal Interpretation Often Often Often Often Often Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning. Additional workload in assisting my child during his online and in-person class. Lack of appropriate devices to be used which hinders my child to access to different online platforms. Limited time for teachers' interaction to address the queries of my child due to lots of workload.	Weighted Mean 3.64 3.80 3.71 3.59 3.79	Verbal Interpretation Often Often Often Often Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning. Additional workload in assisting my child during his online and in-person class. Lack of appropriate devices to be used which hinders my child to access to different online platforms. Limited time for teachers' interaction to address the queries of my child due to lots of workload. Adaptation to the new learning modality both online and in-person that	Weighted Mean 3.64 3.80 3.71 3.59 3.79 3.88	Verbal Interpretation Often Often Often Often Often Often Often Often Often
Learning Modalities Unsatisfactory learning outcome for my child both online and in-person class due to lack of facilitator of learning. Financial difficulties due to the expense of technology during blended distance learning. Additional workload in assisting my child during his online and in-person class. Lack of appropriate devices to be used which hinders my child to access to different online platforms. Limited time for teachers' interaction to address the queries of my child due to lots of workload. Adaptation to the new learning modality both online and in-person that makes me feel exhausted.	Weighted Mean 3.64 3.80 3.71 3.59 3.79 3.88	Verbal Interpretation Often Often Often Often Often Often Often Often Often

In view of online learning, parents are encountered with various challenges, primarily centered around their child's engagement and well-being. These encompass difficulties in maintaining their child's focus amidst distractions, establishing a structured routine for learning, and navigating the balance between household responsibilities and educational support. Additionally, concerns arise regarding excessive screen time affecting their child's health and the necessity to adapt to new technological requirements, reflecting the broader issue of computer literacy. Managing time effectively to assist their child and addressing unsatisfactory learning outcomes further compound the challenges parents face in this modality.

Transitioning to modular learning presents its own set of hurdles for parents, including time management constraints due to assisting their child with module tasks and the lack of instant communication channels with teachers. Clear instructions and effective motivation strategies become essential to mitigate confusion and maintain their child's engagement and productivity. Moreover, parents encounter mental health issues in their children, such as depression and burnout, attributed to the absence of a facilitator and overloaded module activities.

Blended learning, combining online and in-person classes, introduces additional complexities for parents. They grapple with technological constraints, limited interaction between teachers and students, and the strain on parent-teacher relationships due to time constraints. Moreover, adapting to the dual modality of learning proves exhausting for parents, further compounded by financial difficulties and increased workload.

Malabarbas et al. (2022) investigated the relationship of parent's involvement in modular distance learning and the academic performance of Grade 6 students. The results revealed that there was a correlation between parents' involvement in modular distance learning and the children's academic performance. Furthermore, the study supports prior results that parental involvement has a major impact on children's academic achievement. The researcher

recommends that parents be heavily involved in children's educational activity and encourage them to participate actively as partners for the continuous improvement of child's learning experience.

Solutions Applied by the Parent Respondents on the Utilization of Different Learning Modalities

Table 15 shows the enumerated solutions applied by the respondents in order to surpass the difficulties they experienced during the transition of learning modalities. It can be noticed that despite the problems, parents are trying to escape to the adjustment made by the different learning modalities.

Problems Encountered	Solutions Applied
Online Distance Learning	
Difficulty in motivating child	-Reward system
Establishing daily routines	-Set schedules to be followed by my child
Balancing household responsibilities	-Allotting time in doing household responsibilities
Expense of technology	-Learn to budget to compensate to the needs in online class
Health concern because of too much exposure	-Adjusting the display setting and to advice my child to take some
on the screen	break
Computer literacy	-Watch videos about the utilization of different digital platforms
Managing time in assisting my child	-Set schedules in assisting my child's in accomplishing his work
Unsatisfactory learning outcome	-Have time to teach and explain subject matter
Instructional challenges	-Set a channel of communication between parents and techers
Adaptation to new learning modality	-Be flexible and learn to adapt
Modular Distance Learning	
Lots of queries in accomplishing modules	-Provide timely support
Lack of instant communication to the teachers	-Seek for an enhance communication channels from the teachers
Not receiving clear instructions	-Ask teachers for a clearer instruction
Motivating my child	-Provide a healthy learning environment
Lack of productivity	-Set priorities and time management
Mental health problems experienced by my	-Taking time to have a conversation to my child
child	
Overloaded activities	-Making use of time wisely
Poor learning environment	-Provide a healthy learning environment for my child
Learning outcome of my child	-Act as a facilitator that support the learning process
Financial problem	-Being mindful to the announcement made by the teacher
Problems Encountered	Solutions Applied
Blended Distance Learning	
Inadequate training in utilizing technology	-Parental Education and training
Difficulty in internet connection	-Provide an alternative internet provider for my child
Difficulty in motivating students to attend in	-Setting routines and schedules for my child
online and face-to-face class	
Weakened teacher and parents' relationship	-Set communication channels
Unsatisfactory learning outcome	-Spending time for my child to guide in establishing the activities
Financial difficulties	-Allocating budget for my child's education
Additional workload due to the utilization of	-Set priorities and time management
both online and face-to-face	
Lack of appropriate devices	-Encourage my child to collaborate with his classmates to
	understand the subject matter
Limited time for teachers' interaction	-Set channel of communication
Adjustment in the new learning set-up	-Embrace the Role of being a learning facilitator and maintain
	positivity

Table 15:- Solutions Applied by the Parent Respondents on the Utilization of Different Learning Modalities.

Parents are known to be flexible about all things. They know what is best for their children. Solving problems can be as easy on their part to handle like the different solutions they applied to the different learning modalities they utilized for the education of their children. Some of the applied solutions are the reward system wherein they give

something to their children after accomplishing their task. Another is through showing support or always being available to answer the queries from the unclear topic in the modules.

It can be noticed also the time management that they applied which is essential in attending to the needs of the children in times of learning uncertainties. Encouragement and establishing strong communication are very important factors to solve the challenges brought about by the transition of different learning modalities to the normal routine of a family.

Difference on the Level of Perception of the Respondents on the Utilization of the Different Learning Modalities

Table 16 presents a comparative analysis of respondents' perceptions across different learning modalities: Online, Modular, and Blended.

Table 16:- Difference on the Level of Perception of the Respondents on the Utilization of the Different Learning Modalities.

Learning	Types of	Mean	F-Value	p-value	Difference
Modality	Respondents				
Online	Teacher	3.73			
	Students	4.19	1.71	0.1845	Not Significant
	Parents	4.12			
Modular	Teacher	3.36		<0.0001	Significant
	Students	4.25	7.67		
	Parents	4.21			
Blended	Teacher	4.13		0.0621	Not Significant
	Students	4.36	2.83		
	Parents	4.14			

The results revealed that for online learning, the F-value is 1.71 with a p-value of 0.1845 signifies a lack of statistical significance in perceptions compared across the respondents.

In contrast, Modular learning demonstrates a significantly higher F-value of 7.67 with a p-value of less than 0.0001, indicating substantial differences in perceptions of the respondents.

Moreover, the results for Blended learning showcase an F-value of 2.83 with a p-value of 0.0621, which although slightly above common significance thresholds, still renders the differences in perceptions as statistically insignificant.

These insights offer valuable considerations to optimize instructional approaches and tailor them to learners' preferences and needs.

On the study conducted by Ahmad et al. (2019), a significant difference marked in the perceptions of the respondents regarding modular distance learning, as evidenced with a notably higher F-Value of 7.67 with a p-value of less than 0.00001. The academic performance of the students was being studied on their performance before and after with modular distance learning. The study revealed that the 2.25% decrease in the GWA of the learner after the implementation of the modular distance learning.

Difference on the Level of Awareness of the Respondents on the Utilization of the Different Learning Modalities

Table 17 summarizes the results of a test of differences in respondents' awareness levels across different learning modalities. For online, modular, and blended learning modalities, the analysis reveals nonsignificant differences in awareness levels, as indicated by p-values of 0.2145, 0.5261, and 0.3060 respectively. Therefore, all three modalities exhibit similar levels of awareness among respondents.

Table 17:- Difference on the Level of Awareness of the Respondents on the Utilization of the Different Learning Modalities.

Learning	Types	of	Mean	F-Value	p-value	Difference
Modality	Respondents					

Online	Teacher	4.40			
	Students	4.19	1.56	0.2145	Not Significant
	Parents	4.07			
Modular	Teacher	4.21		0.5261	Not Significant
	Students	4.20	0.64		
	Parents	4.09			
	Teacher	4.33			
Blended	Students	4.27	1.19	0.3060	Not Significant
	Parents	4.12			

The study by Pasahol and Labios (2022) titled "learning modalities and learners' reading comprehension as determinants of academic performance" found that there is no significant correlation between the learners' learning modality (printed modular distance learning and digital modular distance learning) and their reading comprehension skills to their academic performance in English.

Specifically, the study revealed that learners moderately accepted the modular distance learning modality in terms of objectives, teacher instructions, and evaluation. However, the researchers found no significant correlation between the learners' reading comprehension and their acceptance of modular distance learning to their grades in English.

This aligns with the result, which indicates that for online, modular, and blended learning modalities, there are non-significant differences in awareness levels among respondents. The p-values for online (0.2145), modular (0.5261), and blended (0.3060) learning modalities suggest that all three exhibit similar levels of awareness.

Difference on the Level of Acceptance of the Respondents on the Utilization of the Different Learning Modalities

Table 18 presents a comparison of respondents' acceptance levels across various learning modalities.

Among the modalities analyzed, modular distance learning stands out with a statistically significant difference (F-value = 4.15, p-value = 0.0176). This finding underscores the unique appeal, or challenges associated with modular distance learning, suggesting its relevance and potential impact within the broader landscape of educational modalities.

Learning	Types of	Mean	F-Value	p-value	Difference
Modality	Respondents				
Online	Teacher	4.09			
	Students	4.15	0.08	0.9214	Not Significant
	Parents	4.12			-
	Teacher	3.58	4.15	0.0176	Significant
Modular	Students	4.20			
	Parents	4.14			
Blended	Teacher	4.09		0.5103	Not Significant
	Students	4.24	0.68		
	Parents	4.15			

Table 18:- Difference on the Level of Acceptance of the Respondents on the Utilization of the Different Learning Modalities.

Additionally, it's worth noting that the implication that the teacher has the least level of acceptance toward modular modalities adds another layer of complexity to the analysis, potentially reflecting differences in pedagogical preferences or experiences that warrant deeper exploration in educational research and practice.

The study conducted by Cabardo et.al. (2021) concluded that the utilization of modular distance learning provides various challenges to teachers where they find it time-consuming with learners submitting incomplete and unanswered modules where parental support was seemed inadequate and having insufficient trainings to effectively use the learning modality in the teaching and learning. With these challenges, teachers overcame it by effectively managing their time, having regular communication to parents and students, undergo reskilling and upskilling to enhance their knowledge and skills in modular learning, and utilize blended learning.

Chapter 5

Summary of Findings, Conclusions and Recommendations:-

This chapter summarizes the findings of the study and presents conclusions as well as the corresponding recommendations.

Summary of Findings

The findings of the study are the following:

1. Most of the respondents shows slightly level of perception in terms of online distance learning. However, in modular distance learning there is a variation in the level of their perception. The teacher respondents neutrally perceived this modality. Student and parent both perceived the modular distance learning as strongly perceived. In terms of the blended distance learning, both teachers and parents shows slight perception in the above mention modalit. Moreover, the student-respondents strongly shows perception in blended distance learning.

2. The teacher and the parent itself are fully aware of what online distance learning is. While student-respondents demonstrate a solid awareness of its capacity. On the other hand, teacher and student respondents exhibit a higher level of awareness in modular distance learning. While the parent-respondents shows a comprehensive understanding of what is modular distance learning. Respectively, teacher and student respondents exhibit fully awareness on blended distance learning. And the parent-respondents shows awareness in the utilization of blended learning.

3. As for the level of acceptance, most of the respondents favored in online distance learning. It can be noticed also that majority of the respondents are favored in modular distance learning. On the other side, both teacher and parent have the same level of acceptance with regards to blended distance learning. While on the part of the student-respondents, it stood out as the most widely accepted modality.

4. In connection with the online distance learning, teacher experienced lot of challenges resulting with a general weighted mean of 4.36 (Always). On the part of the student and parent, it shows that they had difficulties in an online setup, but the level is not the same with the teacher. Modular distance learning marks as the one of the challenging distance learning on the part of the teacher (Weighted mean 4.29, Always). Moreover, the student and parent also experienced difficulties, resulting in a verbal interpretation of Often. While in blended distance learning shows an equal interpretation from the respondents resulting in a verbal interpretation of Often to the different distance learning modalities.

5. There is no significant difference between the level of perception of the respondents towards online distance learning. While on the level of perception, a significant difference marks on the part of the teacher-respondents towards modular distance learning. Lastly, no significant difference between the level of perception of the respondents towards blended distance learning.

6. There is no significant difference between the level of awareness of the respondents towards to the different learning modalities.

7. There is no significant difference between the level of acceptance of the respondents towards online distance learning. However, a significant difference between the level of acceptance marks on the part of the teacher-respondents towards modular distance learning. Then lastly, no significant difference between the level of acceptance of the respondents towards blended distance learning.

Conclusion:-

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

- 1. There is a positive attitude towards distance learning for students and parents and a positive awareness of the benefits of distance learning for students. The findings of the study reveal different perspectives on different approaches to distance learning among teachers, students and parents. It highlights the importance of understanding and addressing the different perspectives and needs of stakeholders in the education system.
- 2. There are different levels of awareness about different distance education methods among teachers, students, and parents. Overall, teachers and parents show a good understanding of the challenges and benefits of online learning and modular distance learning, while students also show a good understanding of the benefits of online learning. In addition, all group demonstrate their ability to recognize the potential benefits of distance learning and opportunities that can provide in education.
- 3. The three distance learning methods (online, modular and blended) have gained widespread acceptance among teachers, students and parents. The high level of implementation demonstrates that respondents understand the value and potential of the different distance learning methods in addressing students' educational challenges, especially in the context of different uncertainties.

4. There is a significant challenge that teachers, students and parents facing in various forms of remote learning. While online distance education poses challenges for all respondents, it seems that the heaviest burden in terms of emerging difficulties belongs to teachers. On the other hand, while traditional distance learning presents workplace challenges that lead to frustration among teachers, students and parents also face different challenges. Although blended distance learning has potential benefits, it is not exempt from challenges as evidenced by the experiences of the respondents.

Recommendations:-

Based on the conclusions of this study which describes the level of perception, awareness and acceptance of the different respondents, the following recommendations will be given.

To improve the level of perception of the teacher respondents, it is highly recommended to have seminars about the different learning modalities to understand well on how to utilize it and trainings to practice and adjust the teaching strategies in delivering the subject matter. And aside from that is to learn how to make learning materials to be utilized in times of learning uncertainties. In this way, it will be a big help to surpass problems when uncertain situations happened again.

On the other hand, for the student respondents it is highly suggested to have a positive attitude to the different learning modalities as it will help them to the learning process of a specific subject matter. And of course, recommendation for the parent respondents to have an open-minded to the unpredictable changes that may happen for they are the one who can guide students other than the teachers.

In terms on the level of awareness, respondents possess an equal awareness to the different learning modalities. However, for them to be knowledgeable enough to the modality, a thorough understanding on the pros and cons of each modality to prevent any difficulties that may happen. Moreover, it is suggested also to the respondents to embrace changes as it can give a positive impact in utilizing the different learning modalities.

Each respondents shows different level of acceptance to the learning modalities. It is suggested to be flexible and accept the changes for it happens for a good reason. The success of the utilization of the learning modalities can be achieved through giving support to the programs that will be made by the institution.

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