A R T I C L E  I N F O

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Mindanao State University-Sulu
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A B S T R A C T

The purpose of this study is to determine the demographic profiles of the respondents which are the teachers in Mindanao State University-Sulu according to gender and college, to identify the issues encountered by the MSU-Sulu Teacher towards modular distance learning approach, to distinguish the concerns of the MSU-Sulu Teacher towards modular distance learning approach, to investigate the teaching preparations on the adaptation of modular distance learning approach, and to identify the significant differences of issues and concern of the MSU-Sulu Teacher towards modular distance learning approach when they are grouped according gender and college. Frequency and percentage distribution, weighted arithmetic mean and independent t-test and chi-square are the statistical tools used to answer the entire research question. The data gathered was computed using SPSS analyzed and interpreted with the aide of the statistician.

Descriptive survey method was used as the research method. This study utilizes 40 teachers from different colleges/department. Convenience sampling was used to It is the recommended number of which it is the 30% from the total population of all the faculty of Mindanao State University-Sulu.; questionnaire is used by the researcher as a research instrument of the study.

The findings of the study were: 1) There is no significant difference of issues and concern of the MSU-Sulu teacher towards modular distance learning approach when grouped according gender but in contrary; and 2) There is significant difference on the issues and concern among MSU-Sulu teacher towards modular distance learning approach when grouped according colleges.

The issues encountered towards modular distance learning approach were communication failure like that of instructions or confusion of students on the modules, limited teacher guidance, student's in discourteous approach to teachers, complaints on not understanding the module, and all of which results to misbehavior on students and failure to pass worksheet on time.

In addition, the concerns of the MSU-Sulu teacher towards modular distance learning approach were; first, hidden expenses on modules; second, teacher's lack of media literacy; third, poor internet connection which intercepts communication between teacher and students; fourth, time constraint among teachers due to overload paperwork; fifth, equipment problem and complexity of the discussion as well as measurement of student's performance; sixth, managing student's responses from time to time; seventh, teacher's unavailability and lastly, difficulties of studying among slow learners.

Moreover, on teaching preparations on the adaptation of modular distance learning approach, the issues were cater and set time for student's inquiries and be flexible to allow extension in terms of passing worksheets as well as allow parents, relative or even friends to pass worksheets in their behalf to lessen transportation expenses. Teachers must appreciate/ recognize his/her
students to boost their confidence and avoid favouritism while being considerate to students who are attention seeker or may have ADHD. Correspondingly, the concerns were. Teachers must encourage handwritten answers to lessen plagiarism, on the absence of teacher, the parents and elders must guide the students in their learning at home. Teacher and parent's guidance must go hand and hand in today's learning. Teachers must likewise be flexible in finding solutions on printing shortage. And lastly, alternative teaching strategies like modular learning should be hone to aid lack of media literacy of both teacher and students.

In view of the findings and analysis, the following are recommended: Teachers must be flexible with the present kind of teaching strategy at all cost and at all aspects, Set guidelines as to establish proper communication among students and teachers, learning materials must be affordable as well as easy to understand content, teachers must develop their media literacy skills and encourage teachers to be available to their students on allotted time and cater all their inquiries with patience at all times.

Furthermore, the following are the recommended research agenda: Teacher’s training on media literacy and module development programs to allow teamwork in the making process.

1. Introduction

UNESCO defines distance education as “an educational process and system in which all or a significant proportion of the teaching is carried out by someone or something removed in space and time from the learner.” Distance learning, also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning traditionally has focused on nontraditional students, such as full-time workers, and nonresidents or individuals in remote regions who are unable to attend classroom lectures (britannica.com).

On the other hand, modules are increasingly being used in many countries as a way of organising a language curriculum. As a consequence, many course books are now structured on the basis of “modules” rather than “units”. The concept of “module” is strictly linked to the idea of a flexible language curriculum. Taneja (1989) defined module as a unit of work in a course of instruction that is virtually self-contained and a method of teaching that is based on the concept of building up skills and knowledge in discrete. A module is a set of learning opportunities organized around a well-defined topic which contains the elements of ordinate dictation, categorical objectives, edifying cognition activities, and evaluation utilizing criterion-referenced measures (UNESCO, 1988).

Modular Distance Learning Approach (MDLA) involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like learner’s materials, textbooks. Activity sheets, study guides and other study materials, learner’s access electronic copies of learning materials on a computer, tablet PC, or smart phones. CDs, DVDs, USB storage and computer/base applications can all be used to deliver E-learning materials, including offline E-books.

Thus, MDLA is essential tool for education and learning process, especially at this time, where pandemic (Corona Virus) hit not just our lifestyle, economic, livelihood, as well as educational system is concerned. It is where the so called new normal approach is visible in the sight of learners, and must have to cope up and adjust the new approaches that are existing.

With the help of MDLA, teachers and Learners are discussing lessons, requirements, assignments and
activities accessibly. According to Joanne L. Stewart, Valorie L. Wilkerson (1999) the goal of the modules is to provide resources to instructors that will allow them to transform their classrooms into active, student-centered learning environment.

Through MDLA, students and teachers are able to have interactions for instance like online chatting which makes teaching and learning more ubiquitous or present everywhere. Therefore, it is reasonable that internet-based education should be considered as a formal education, and educational distance learning approach as a medium for delivering teaching materials, knowledge sharing and creating harmonious relationship between teachers and students especially. Some students say MDLA helps them in their educational career it strengthen the communication and relationship of the students and teachers on online class.

Modular teaching is one of the most widespread and recognizes teaching and learning techniques in many countries including other western countries and Asian region. Modular approach is used in almost all subjects like natural education (Manlove and David, 1985). It considering the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and development at his or her own pace (Kandarp Sejpal, 2013).

This study aimed to investigate on the issues and concerns of the MSU-Sulu teachers on MDLA. Moreover, the researcher set out to give a solid answer on the issues and concerns of the MSU-Sulu teachers towards MDLA.

2. Literature Review

Related Studies

Modular distance learning approach is designed primarily for educational system. Teachers are responsible for delivering the educational materials to students (Editor in News Product, 2018). Daries (1981) said a module covers either a single element of subject matter content or a group of content elements composing a discrete unit of subject matter or area of adeptness. A module has placidly defined, objectives; preferably in behavioral form.

Biggs (1999) offered worthwhile suggestions for course design strategies in the context of a growing student population and Knight (2002) argued for courses in higher inculcation to be designed in order to maximize the chance that learners will experience coherence and progression. Barnett et al (2004) argued that the curriculum receives scant regard in current debates about edifying and learning in higher inculcation but suggested that this may transmutation in the context of quality assurance mechanisms. According to Knight (2002) material on design work for edifiers orchestrating programmed in higher edification is insubstantial. Use of self-learning modules in teaching is another form of individual used instructions. This is called modular approach of teaching and learning (Jaya sree.2004). If self-learning modules are available on some topics they can be given to the students as assignments for self-learning scientific attitude refers to an individual's outlook towards life. Attitude is a method condition or stabilized method set which express itself in a tendency to react to any member of the class of stimuli in the same general way.

Robert Ebel (1997) mentioned that modules are increasingly being used in many countries as a way of organising a language curriculum. As a consequence, many course books are now structured on the basis of "modules" rather than "units". The concept of "module" is strictly linked to the idea of a flexible language curriculum. Varieties of teaching methods that will
fixate on cumulating methods that can best realize the creative and constructive engagement with learning activities that leads to understanding (Ramsden, 1992). Even very well designed modules, with very well defined learning outcomes, can fail if the edification strategies employed are infelicitous to inspirit and support the learners towards meeting the desired learning outcomes.

Toohey (1999) offered the following definition: "A teaching strategy is a plan for learning, and it includes the presentations which the teacher might make, the exercises and learning activities designed for students, aids which will be supplied or suggested for students to work with, in which they show of their growing understanding and capability will be collected." Modular teaching is one of the most widespread and recognizes teaching learning techniques in many countries including other Western countries and Asian region. Modular approach is used almost in all subjects like natural science, specifically in biology and medical education and even in social sciences as well as in computers education (Manlove and David, 1985). It considering the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. KandarpSejpal (2013) said the utilization of such packages takes into account individual differences and sanctions students to work at their own pace. That is why Loughran and Berry (2000) pointed out that individual learnt more at their own pace, because "Telling is not edifying and heedfully aurally perceiving is not learning. However it is a process of first understand and then express the idea or knowledge. One of the largest changes in recent years has been the addition of technology education facilities with individualized instructional modules (D LeBrun, 2001). Each module has a distinct training element: it covers either a single element of subject matter content or a group of content elements objectives: preferably in behavioral form.

Moreover, Daries (1981) recognized level of proficiency or a qualification can be achieved through the completion of a series of modules, Zuga (1999) stated that when vendors sell individualized instructional modules "the ability to manage the classroom" was mentioned frequently. Daugherty and Foster (1996) found that using individualized instructional modules reduces the time it takes teachers to develop a technology-based program. Module developments promote practice to plan and develop modular materials. Module writers develop a common frame work for the design and development of modular materials. Brown and Atkins (1991) stated that when designing modules, it is essential for teachers to be aware of concepts of deep and surface approaches to learning. Many researchers have previously been conducted on the relationship between courses and the approach students take to learning.

Distance education is an increasingly common educational alternative as well as a key contributor to the newly competitive landscape in higher education. Once regarded as an experimental alternative outside the mainstream university education, distance education has attained new levels of legitimacy and expansion and has grown into a higher education industry of its own (Merisotis& Phipps, 1999). This trend is also reflected in transnational education. According to Jones (2002), the demand for transnational higher education grew by 26% between 1985 and 1992. By 1995, globally, there were 1.3 million higher education students: that number grew to 1.42 million in 1998, and nearly 1.7 million in 2001 (Marginson, 2004c; Wyatt, 2001). The growth is set to continue, particularly in South East Asia. It is estimated that the demand for transnational higher education in Asian countries (excluding China) will reach nearly 500,000 students by 2020 (GATE, 2000).
Advances in technology, including computer conferencing, interactive media, digital technologies, and the Internet are transforming the world into a borderless educational arena (Bates & de los Santos, 1997; Frantz & King, 2000). The new technologies significantly increase the reach of distance provision; they enable content to be current; they allow students to interact with instructors and with each other at any time; and, they open up a global market. The technologies not only offer new and better ways of communicating at a distance, but also have the potential to reduce the fixed costs of education (Cunningham et al., 2000; Taylor, 2001).

Gartner Group (as quoted in Cunningham et al., 2000, p. 21) predicted that by 2003, intellectual capital delivered through the leverage of knowledge management and information management will be the primary way businesses measure their value, while Bates (2000) pointed out that such students will also particularly look for educational programs with personally relevant content that could be obtained through small specialized learning units: They will be more interested in small modules and short programs, in qualifications that can be built from small modules or courses, and in learning that can be done at home and fitted around work, family and social obligations. (Bates, 2000) Declining funds also drive distance education opportunities. Governments are increasingly reluctant to fund growing demand for further education (Dudley, 1998), so institutions of higher education are driven towards profit education on a global scale necessitated by desperate need to improve income to compensate for the lack of public funding or budget cuts (Gururajan, 2002).

New private higher education institutions have also emerged recently on the distance education market as a result of a growing demand for foundation-level higher education (learner in the 18-25 age group), and for continuing and specialist education. These institutions usually provide specialized programs in business, engineering, information technology, and teacher training to the niche market of working adults (Middlehurst, 2003; Ryan, 2002).

However, technology played a significant role in the development of distance education prior to the emergence of the computer and high speed network connections: earlier technologies including print, radio, television, and video also shaped distance education and contributed to its growth. Accreditation services, the publishers contribute their expertise in marketing distribution, and content and electronic delivery systems (Middlehurst, 2003).

This generation signified yet another milestone namely, increased interactivity among students between students and teachers, and between students and content thanks to high-speed networks and more sophisticated software. Consequently, the amount and types of information that could be communicated has significantly increased, and the exchange of information took significantly less time (Sherron & Boettcher, 1997).

The current landscape of distance education includes a wide spectrum of technologies, spanning all generations. Although the technologies of the first generation have been surpassed by several other generations, they continue to play a considerable role in distance education. Firstly, radio and television are a viable option in developing countries such as India and China where the infrastructure to support more recent technologies has yet to be developed (Middlehurst, 2003); and, in developed countries, radio and television is used extensively by institutions such as the British Open University to deliver programs to a large number of learners (Gunawardena & McIsaac, 2005). Secondly, print remains a very important support medium for electronically delivered distance education (Gunawardena & McIsaac, 2005, p. 365).
Advancements in technology have enabled a change in the learning environment from a classroom-based, teacher-centered model to a student-centered, technology-based model (Doucette, 1994; Guskin, 1994; Sanchez, 1994). Romiszowski reinforced this point by stating that: ... the costs of telecommunications are falling whereas the costs of educational space, staffing, and transport are rising, so that over time the economical equation will favor the increased use of telecommunication-based education (Romiszowski, 1993).

These technologies enable the creation of virtual communities also in traditional settings. Consequently, all interactions with teachers, course content, learning activities, assessment, and support services are delivered on-line even for campus-based students (Taylor, 2001). The use of online education technologies has been accompanied by the development of pedagogies to improve the merging of distance education and asynchronous learning (Cashion & Palmieri, 2002). To this end, instructional designers were employed to create online units, and tutors were employed to implement the learning programs. Through international collaboration, students around the world can participate in cooperative learning activities sharing information through computer networks. In such cases, global classrooms may have participants from various countries interacting with each other at a distance. Many mediated educational activities allow students to participate in collaborative learning activities (Gunawardena & McIsaac, 2005).

Hall (1995) even suggested that the descriptor distance learning is becoming less and less relevant with respect to distance programs and students. According to Hall, connected learning might be a more accurate descriptor, reflecting the impact that technology has had on distance education pedagogy. However, he urges a close examination of the new relationships between pedagogies that the new technologies make feasible. The changes in communications and information technology have necessitated various transformations in higher education institutions.

Daryl Le Grew (1995) described a paradigm shift by comparing what learning was like in an industrial society and what it is now in an information society: the shifts included one from technology peripheral' to 'multimedia central', and another from local-focused' to 'global networking. Although technology is a central part of many distance education programs, it is important to remember that technology is just the method of conveying some content (Huch, 1999): technology is not the focus of the learning endeavor (Langford & Hardin, 1999).

While distance education is evolving and changing so rapidly that no one can accurately predict its future, it is clear that the market for distance education will continue to expand in the next century. However, we should be aware of the limitations of distance education, especially in its electronic manifestations, and use it appropriately.

(Neal. 1999, p. 43) According to Weinstein, the human touch cannot be delivered remotely. Distance learning technologies are intended to support an integrated program, not replace it. Balancing virtual and 'real' interaction will be one of the key educational challenges as we enter the 21st century (Weinstein, 1997, p. 25). In short, technology cannot replace most human contact without significant quality losses (Merisotis & Phipps, 1999, p. 17).

Current distance education programs represent a wide range of approaches. One end of the spectrum offers fully on-line programs relying on computer-based student contact and feedback: the other end offers technology-assisted programs with computer-delivered instruction, electronic mail communication between students and teachers, some centralized face-to-face
class sessions, and weekend meetings of cluster groups. The programs have different scopes (from local to international).

Target a variety of audiences, are offered at various educational levels and represent different settings (from classical universities operating at a distance to modern open and flexible institutions). Accordingly, distance education models are categorized from a number of perspectives. Distance education programs have evolved considerably from the inception of the first correspondence courses in 1840 to the many types of present distance delivery modalities.

The rapid expansion of distance education offerings is providing students with more options: good quality programs will be demanded. This great increase in the number of distance education programs, students and providers has prompted researchers to investigate the effectiveness of such programs. The characteristics of effective distance education programs to be used in this research study emerged from the comprehensive review of literature. Numerous studies have determined the attributes of effective distance education through the attributes of its components including: students, instructors, program design, technologies, and organizational support.

3. Rational And Purpose

The general objective of the study was to find out the issues and concerns encountered by the teachers during the Covid-19 pandemic at Mindanao State University-Sulu S.Y. 2020-21. This investigation was guided by the following objectives:

1. To determine the demographic profile of the respondents in terms of gender and college?
2. To determine the issues encountered by the MSU-Sulu teachers towards MDLA?
3. To identify the concerns of these teachers towards MDLA?
4. To identify the teaching preparations on the adaptation of MDLA?
5. To ascertain if there is a significant difference on the issues and concerns of these teachers towards MDLA when they are grouped according to gender and college?

4. Research Questions

The general purpose of the study was to investigate the issues and concerns encountered by the teachers during the Covid-19 pandemic at Mindanao State University-Sulu S.Y. 2020-21. Specifically, this paper sought to answer the following questions:

1. What are the demographic profiles of the respondents in terms of gender and college?
2. What are the issues encountered by the MSU-Sulu teachers towards MDLA?
3. What are the concerns of these teachers towards MDLA?
4. What are the teaching preparations on the adaptation of MDLA?
5. Is there a significant difference on the issues and concerns of these teachers towards MDLA when they are grouped according gender and college?

5. Methodology

Research Design

This study utilized descriptive survey method. McCombes (2020) defined it as it aims to accurately and systematically describe characteristics of a population, situation or phenomenon being studied. It answers what, when, where and how questions but not why questions. This study aimed to describe the data gathered accurately.

Locale of the Study

The setting of the study was at Mindanao State University-Sulu Capitol Site, Patikul, Sulu. It is located beside the Provincial Office of Sulu and approximately two kilometers away from the Municipality of Jolo.

Respondents of the Study
There were forty eight (48) teachers who served as respondents from different colleges/departments of Mindanao State University-Sulu. It was the recommended that the number of which it is the 30% from the total population of all the faculty of Mindanao State University-Sulu.

**Research Instrument**

The researcher used survey questionnaire. According to McCombes (2020), survey allows gathering large volumes of data that can be analyzed for frequencies, averages and patterns; and questionnaires as an effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods (McLeod, 2018). The questionnaire was guided by the objectives of the study.

**Sampling Procedure**

This study utilized 40 teachers from different colleges/department as its respondents. Random sampling was used to select the respondents. A random sampling is a sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be unbiased representation of the total population.

**Data Gathering Procedure**

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

The respondents were given enough time to answer the questionnaire, after which the questionnaires were collected immediately. Afterwards, the researcher tabulated and analyzed the data. The data gathered were organized accordingly.

**Statistical Treatment of Data**

The raw data were analyzed and interpreted using SPSS or Statistical Program for Social Sciences. The data was tallied and tabulated, and the researcher used the following statistical tools recommended by the statistician: Frequency and percentage for demographic profile; weighted arithmetic mean for problems two, three and four; and problem five for independent samples t-test and chi-square.

### 6. Methodology

Demographic profiles teachers in Mindanao State University–Sulu according to Gender and College

| Gender | Number of Teachers | Percent |
|--------|-------------------|---------|
| Male   | 24                | 50 %    |
| Female | 24                | 50 %    |
| Total  | 48                | 100 %   |

Table 6.1.1 presents the demographic profile of the respondents according to gender. These are the faculty members of Mindanao State University-Sulu coming from seven colleges and Senior High School Department.

The teachers were distributed according to gender in Table 6.1A. There were 50% or twenty-four (24) male respondents alongside twenty-four (24) female respondents at 50 %. The respondents were equally distributed when they were grouped according to gender. This indicates that the respondents were given an equal opportunity to participate in the investigation.
Table 6.1.2 Demographic Profile of the Respondents according to College

| College                          | Frequency | Percent |
|---------------------------------|-----------|---------|
| College of Education            | 4         | 8.3%    |
| College of Agriculture          | 10        | 20.8%   |
| College of Public Affairs       | 8         | 16.7%   |
| College of Arts and Sciences    | 6         | 12.5%   |
| College of Computer Studies     | 4         | 8.3%    |
| College of Business Administration | 8       | 16.7%   |
| College of Fisheries            | 1         | 2.1%    |
| Senior High School Department   | 7         | 14.6%   |
| **Total**                       | **48**    | **100%**|

Table 6.1.2 shows the distribution of respondents according to colleges. This includes the College of Education; College of Agriculture; College of Public Affairs; College of Arts and Sciences; College of Computer Studies; College of Business Administration; College of Fisheries; and Senior High School Department.

The data indicate that there were 20.8% or 10 teachers from the College of Agriculture, 16.7% or 8 teachers from both College of Public Affairs and College of Business Administration, 14.6% or 7 teachers from the Senior High School Department, 12.5% or 6 teachers from the College of Arts and Sciences, 8.3% or 4 teachers from both College of Computer Studies and College of Education while there is 2.1% or 1 teachers from the College of Fisheries.

Table 6A and 6.1B shows the computation of frequency and percentage distribution. The demographic profile of the teachers is of two: gender and college. In first category, it was found out that the respondents were equally distributed when they were grouped according to gender. In the second category, it was found out that all 48 respondents were composed of teachers of which 10 from the College of Agriculture, 8 from both College of Public Affairs and College of Business Administration, 7 from the Senior High School Department, 6 from the College of Arts and Sciences, 4 from both College of Computer Studies and College of Education and 1 from the College of Fisheries. The respondents were randomly distributed when they were grouped according to college.

**Issues encountered by the MSU-Sulu Teachers towards Modular Distance Learning Approach**

| Indicator                                                                 | Mean | Description |
|---------------------------------------------------------------------------|------|-------------|
| 1. Teachers received inappropriate approaches and complaints if the students do not understand the modules. | 2.85 | Agree       |
| 2. Teachers encountered discourteous attitude of the students.            | 3.00 | Agree       |
| 3. Teachers failed to communicate and guide the students easily due to poor access. | 3.00 | Agree       |
| 4. Teachers do not received the answer sheets on time.                    | 2.85 | Agree       |
| 5. Teachers do not appreciate/recognized the effort of students in answering the modules. | 2.27 | Disagree    |
| 6. Teachers do not pay attention to the questions and doubts of the students. | 2.10 | Disagree    |
| 7. Teachers do not give clear instructions.                              | 2.04 | Disagree    |
| 8. Teachers who are not approachable.                                    | 2.29 | Disagree    |
| 9. Teachers without consideration (Ex. Late submission of answer sheets). | 2.23 | Disagree    |
10. Teachers who are not good in using any device for distance learning approach.  

| Total | 2.469 | Disagree |
|-------|-------|----------|
| Legend: 3.50-4.00= Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49= Strongly Disagree |

Table 6.2.1 presents the issues encountered by the faculty members towards Modular Distance Learning Approach. Weighted mean was used to identify the top issues and the lowest issues encountered by them.

The teachers agreed that they failed to communicate and guide the students easily due to poor internet access in which they have inevitably encountered discourteous attitudes of the students.

Teachers admitted that they receive inappropriate approaches and complaints if the students do not understand the modules which eventually lead to not receiving the answer sheets on time.

On the other hand, the teachers disagreed that they do not pay attention to the questions and doubts of the students that they do not give clear instructions nor they are without consideration on late submission of answer sheets. The respondents vehemently disagree that they were not approachable nor do not appreciate or recognized the effort of students in answering the modules. Finally, the teachers disagreed on the notion that they were not good in using any device for distance learning approach.

Moreover, the result justifies that the respondents disagreed that on the issues encountered towards MDLA.

**Concerns of the MSU-Sulu Teacher towards Modular Distance Learning Approach**

### Table 6.3.1 Concern Towards Modular Distance Learning Approach

| Indicator                                                                 | Mean | Description |
|--------------------------------------------------------------------------|------|-------------|
| 1. Unavailability of the teachers to cope up with the prepared tools for modular distance learning approach | 3.00 | Agree       |
| 2. The low access of the teachers in discussing their lessons towards their students due to poor signal at particular location | 3.17 | Agree       |
| 3. Difficulties on the side of the teacher to discuss the lesson if the student is slow. | 2.98 | Agree       |
| 4. uneasy for the teacher to identify students who hardly work for the answers. | 3.13 | Agree       |
| 5. Teachers unable to manage students from time to time. | 3.06 | Agree       |
| 6. Teachers who are not good in terms of using gadgets, smart phones etc. | 3.19 | Agree       |
| 7. Hidden cost/expenses of the teacher towards modules. | 3.25 | Agree       |
| 8. Problems with the equipment ex. printing, copies etc.) | 3.13 | Agree       |
| 9. It would be hard for the teacher to explain thoroughly the modules given without further examples. | 3.13 | Agree       |
| 10. Teachers have no longer time to re check the content of the module because of the busy loads. | 3.15 | Agree       |
| Total                                                                   | 2.80 | Agree       |

Legend: 3.50-4.00= Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49= Strongly Disagree

Table 6.3.1 shows the concerns of the MSU-Sulu teacher towards modular distance learning approach using weighted mean. There were ten items rated by the teachers on their concerns as the management of classes during pandemic times.

Results revealed that the teachers agreed, with a grand mean of 2.80, they have met the following concerns as follows: First, there were hidden cost/expenses of the teacher towards modules; second, inevitably there were teachers who were not media literate or as they say, were not good in terms of using gadgets, smart phones, etc.; third, the poor internet connection hinders discussion of lesson and proper communication between teacher and students; fourth,
time constraint among teachers on rechecks the content of the module because of the busy loads; fifth, problems with the equipment ex. printing, copies etc., difficulty of explaining thoroughly the modules given without further examples and complexity of identifying students who hardly work for the answers; sixth, teachers unable to manage students from time to time; and seventh, unavailability of the teachers to cope up with the prepared tools for modular distance learning approach and lastly, difficulties on the side of the teacher to discuss the lesson if the student is slow.

Measuring only the core skills and competencies that teacher education programs seek to enhance, rather than measuring everything (Moon et al., 2005)

Thus, the result indicated that the teacher-respondents agreed on all the concerns of the MSU-Sulu Teacher towards Modular Distance Learning Approach. This means that they were bothered enough on how they would be able to manage classes during these trying times.

**Teaching Preparations on the Adaptation of Modular Distance Learning Approach**

| Table 6.4.1 Teacher’s Preparation on the Adaptation of Modular Distance Learning |
|---------------------------------|---------|------------------|
| **Indicators for Issues**       | **Mean**| **Description**  |
| 1. Teachers must considerable towards student’s behavior, for some students have ADHD/ Attention seekers. | 2.58    | Agree            |
| 2. Teachers must set extension of date interns of passing answer sheets like 1-3 days, for other students come from far-flung areas/ isle. | 2.75    | Agree            |
| 3. Teachers must know how to appreciate/ recognize his/her students to boost their confident and to avoid favoritism/conflict. | 2.60    | Agree            |
| 4. Parents pass answer sheets one at a time if he/she has a relatives so that it could lessen their financial (transportation expenses). | 2.71    | Agree            |
| 5. Teachers must update and set time in paying attention to the questions and doubts of the students. | 2.94    | Agree            |
| **Total**                       | **2.72**| **Agree**        |

| **Indicators for Concern**      | **Mean**| **Description**  |
| 1. If the teachers have lacked of printing materials like answer sheets, students must find way/initiative, provided for the answers. | 2.71    | Agree            |
| 2. Due to poor access, if teachers cannot be contacted parents/elders at home must help and guide their children for some clarifications on their modules. | 2.77    | Agree            |
| 3. Verily teachers also need Parental Guidance at home to assure how other students fretted of following rules or instructions of their teachers. | 2.54    | Agree            |
| 4. Teachers encourage handwritten and not encoded answers to avoid copy paste from the net/website. | 2.75    | Agree            |
| 5. Not all teachers are good enough in terms of using technology, therefore if the teacher wanted to only have modules for their leaning materials, so be it. | 2.50    | Agree            |
| **Total**                       | **2.654**| **Agree**        |

Legend: 3.50-4.00= Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49= Strongly Disagree

Table 6.4.1 depicts the teaching preparations on the adaptation of Modular Distance Learning Approach using weighted mean. There were two indicators of which it is based on issues and concerns.

In the case of issues, the respondents agreed that teachers must update and set time in paying attention to the questions and doubts of the students and must set extension of date interns of passing answer sheets like 1-3 days, for other students may come from far-flung areas/ isle. They also agreed that parents may pass answer sheets one at a time if he/she has a relatives so that it could lessen their financial (transportation expenses) for teachers must know how to appreciate/ recognize his/her students to boost their
confident and to avoid favoritism/conflict while they must considerable towards student’s behavior, for some students have ADHD/ Attention seekers.

On the same vein, the concerns were based on teaching preparations on the adaptation of Modular Distance Learning Approach. Based on the results, the respondents agreed that teachers should encourage handwritten and not encoded answers to avoid copy paste from the net/website. On the matter of poor internet connection, if teachers are unable to be contacted, parents/elders at home must help and guide their children for some clarifications on their modules. On the matter of shortage of printing materials like answer sheets, students must find way/initiative, provided for the answers. Teachers also need Parental Guidance at home to assure how other students fretted of following rules or instructions of their teachers and finally, due to poor media literacy on both teacher and student alike, alternative teaching strategies like modular learning is being used.

According to Brown & Early as cited by Prescott & Robinson (1993), Distance learning can be a “very lonely” experience. This isolation exacerbates all of the many issues that can occur when learners are separated from their instructor and other learners by distance. Difficulties in understanding content, computer problems, uncertainty about how to employ a strategy, and disappointment when a new pedagogical approach fails are all magnified when teachers confront these issues alone. The issue of support in distance courses is linked to teacher completion, satisfaction, and performance. High rates of attrition in distance-based teacher training courses are in large measure due to feelings of isolation and “anonymity” (Potashnik & Capper, 1998; Hope, 2006). High rates of teacher dissatisfaction with distance-based courses occur when teachers lack “support, contact and confidence” (Brown & Early, 1990; Prescott & Robinson, 1993: 306).

To sum it up, the result indicates that the respondents agreed on the teaching preparations on the adaptation of Modular Distance Learning Approach based on both issues and concerns of the MSU-Sulu Teacher towards Modular Distance Learning Approach.

**Significant difference of issues and concerns of the MSU-Sulu Teacher towards Modular Distance Learning Approach when they are grouped according gender and college.**

| Table 6.5.1 Independent t-test on Issues according to Gender |
|-------------------------------------------------------------|
| **Issues**        | **t- value** | **Df** | **Sig. (2-tailed)** | **H0 Decision** |
| Issues            | .446         | .46    | .658                | Accept          |

| Issues                                                                 | **T** | **df** | **Sig. (2-tailed)** | **Ho Decision** |
|-----------------------------------------------------------------------|-------|--------|---------------------|-----------------|
| 1. Teachers received inappropriate approaches and complaints if the students do not understand the modules. | -.168 | 46     | .867                | Accept          |
| 2. Teachers encountered discourteous attitude of the students.         | -.719 | 46     | .476                | Accept          |
| 3. Teachers failed to communicate and guide the students easily due to poor access. | .719  | 46     | .476                | Accept          |
| 4. Teachers do not received the answer sheets on time.                  | -.800 | 46     | .428                | Accept          |
| 5. Teachers do not appreciate/recognized the effort of students in answering the modules. | .494  | 46     | .623                | Accept          |
6. Teachers do not pay attention to the questions and doubts of the students.
7. Teachers do not give clear instructions.
8. Teachers who are not approachable.
9. Teachers without consideration (Ex. Late submission of answer sheets).
10. Teachers who are not good in using any device for distance learning approach.

Table 6.5.1 presents the computation of independent t-test data on the issues when the respondents are grouped according to gender. The data were obtained from the seven colleges of Mindanao State University-Sulu such as COED, COF, CAS, CBAA, CCS, COA, CPA and Senior High School Department.

The results revealed that the t-value 0.446 at 46 degree of freedom with significant (2-tailed) value 0.658 is greater than the .05 level of confidence. Therefore, the data suggest that the null hypothesis is accepted. There is not enough evidence and there is no need for further computation. The data indicate that there is no significant difference of issues among MSU-Sulu Teachers towards MDLA when they are grouped according gender. This means that the perception of MSU-Sulu male and female teachers were almost the same.

Table 6.5.2 Independent T-test on Concerns according to Gender

| Issues                                                                 | t value | df | Sig. (2-tailed) | H₀ Decision |
|-----------------------------------------------------------------------|---------|----|----------------|-------------|
| Issues                                                               | .502    | 46 | .618           | Accept      |

| 1. Unavailability of the teachers to cope up with the prepared tools for modular distance learning approach | .000 | 46 | 1.000 | Accept |
| 2. The low access of the teachers in discussing their lessons towards their students due to poor signal at particular location | .000 | 46 | 1.000 | Accept |
| 3. Difficulties on the side of the teacher to discuss the lesson if the student is slow. | .590 | 46 | .558 | Accept |
| 4. Uneasy for the teacher to identify students who hardly work for the answers. | .784 | 46 | .437 | Accept |
| 5. Teachers unable to manage students from time to time. | -.197 | 46 | .845 | Accept |
| 6. Teachers who are not good in terms of using gadgets, smart phones etc. | .526 | 46 | .601 | Accept |
| 7. Hidden cost/expenses of the teacher towards modules. | .630 | 46 | .532 | Accept |
| 8. Problems with the equipment ex. printing, copies etc.) | .351 | 46 | .727 | Accept |
| 9. It would be hard for the teacher to explain thoroughly the modules given without further examples. | 1.064 | 46 | .293 | Accept |
| 10. Teachers have no longer time to re check the content of the module because of the busy loads. | .873 | 46 | .387 | Accept |

https://cattleyapublicationservices.com/icejournal/index.php/icejournal
Table 6.5.2 contains the computation of independent t-test data on concerns when the respondents are grouped according to gender. Responses were all coming from the faculty members of the different colleges including the Senior High School Department.

The findings revealed that the t-value 0.502 at 46 degrees of freedom with significant (2-tailed) value 0.618 is greater than the .05 level of confidence. Therefore, the data suggest that the null hypothesis is accepted. There is not enough evidence and there is no need for further computation. The data indicated that there is no significant difference on the concerns among MSU-Sulu teachers towards Modular Distance Learning Approach when they are grouped according gender.

Table 6.5.1 and 6.5.2 present the result of the data gathered. The findings suggest that there is no significant difference of issues and concern of the MSU-Sulu Teacher towards Modular Distance Learning Approach when they are grouped according gender. This means that the experiences of male and female MSU-Sulu faculty members are almost the same when it comes to the issues and concerns regarding Modular Distance Learning.

| Table 6.5.3 Chi Square data on Issues according to Colleges |
|-------------------------------------------------------------|
| **Value** | df | Asymp. Sig. (2-sided) | Decision |
| Pearson Chi-Square | 106.723<sup>a</sup> | 84 | .048 | Ho is rejected |

<sup>a</sup> 104 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Table 6.5.3 shows the computation chi-square on issues when grouped according to colleges. The responses were obtained from the seven colleges such as COED, COEF, CPA, CAS, CBAA, CCS, COA and Senior High School Department.

The findings revealed that the chi Square value is 106.723 at 84 degree of freedom with sig. value (2 tailed) 0.048. The result is significant because the sig- value (2 tailed) is 0.048 is lesser than the designated alpha level of 0.05. To put it simply, the result is significant – the data suggests that variables issues and college are associated with each other. Moreover, the College of Fisheries obtained the highest mean of 3.0 while College of Education garnered the lowest obtained mean of 2.27. This means that the College of Fisheries is among the colleges that have faced so many issues concerning modular distance learning. While the College of Education has the least issues being encountered.

| Table 6.5.4 Chi-square Data on Concerns according to Colleges |
|--------------------------------------------------------------|
| **Value** | df | Asymp. Sig. (2-sided) | Decision |
| Pearson Chi-Square | 308.800<sup>a</sup> | 245 | .004 | Ho is rejected |

<sup>a</sup> 104 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Table 6.5.4 shows the computation chi-square on concerns when grouped according to colleges. The data were also obtained from the different colleges and Senior High School of Mindanao State University-Sulu.
The chi-square test yielded a chi square value of \( (x^2 = 308.800) \) with sig. value (2 tailed) of 0.048 is lesser than the designated alpha level of 0.05. Thus, the result is significant. The data suggests that variables concerns and college are associated with each other. Specifically, the College of Education obtained the highest mean of 3.8 while College of Public Affairs garnered the lowest obtained mean of 2.6. It means that the College of Education has encountered lots of concerns toward modular distance learning during pandemic times while the College of Public affairs hast the least.

In a nutshell, the results indicated in Table 6.5.3 and 6.5.4 revealed that there is significant difference exists between issues and concern among MSU-Sulu teachers towards Modular Distance Learning Approach when they are grouped according colleges. This means the different colleges vary each other in terms of the issues and concerns they have experienced during the Covid-19 crisis.

7. Discussion

The objectives of the study were to: 1) determine the demographic profiles of the respondents which are the teachers in Mindanao State University–Sulu when they are grouped according to gender and college; 2) identify the issues encountered by the MSU-Sulu teachers towards Modular Distance Learning Approach; 3) distinguish the concerns of the MSU-Sulu Teacher towards MDLA; 4) investigate the teaching preparations on the adaptation of MDLA; and 5) identify the significant difference of issues and concern of the MSU-Sulu teachers towards MDLA when they are grouped according gender and college.

Descriptive survey method was utilized as the research method of the study. There were forty eight (48) teachers as respondents from different colleges/departments of Mindanao State University-Sulu. The respondents were randomly selected. The researcher used survey questionnaire in gathering data. Frequency, percentage, weighted arithmetic mean and independent t-test and chi-square were used to analyze and interpreted the data.

The following are the findings of the study: the demographic profile of the teachers is of two: age and college; the respondents are equally distributed when grouped according to gender. while it was found out that all 48 respondents, 10 of which is from College of Agriculture, 8 from both College of Public Affairs and College of Business Administration, 7 from the Senior High School Department, 6 from the College of Arts and Sciences, 4 from both College of Computer Studies and College of Education and 1 from the College of Fisheries. The respondents are randomly distributed when grouped according to college.

Moreover, on the matter of issues encountered towards MDLA, the respondents agreed that they fail to communicate and guide the students easily due to poor internet access which they have inevitably encountered discourteous attitudes of the students. Teachers admitted that they received inappropriate approaches and complaints if the students do not understand the modules which eventually lead to not receiving the answer sheets on time.

Meanwhile, on the matter of concerns of the MSU-Sulu teachers towards MDLA, it was ranked in order. First, there are Hidden cost/expenses of the teacher towards modules; second, inevitably there are teachers who are not media literate or as they say, are not good in terms of using gadgets, smart phones etc; third, the poor internet connection hinders discussion of lesson and proper communication between teacher and students; fourth, time constraint among teachers on recheck the content of the module because of the busy loads; fifth, problems with the equipment ex. printing, copies etc., difficulty of explaining thoroughly the modules given without further examples and complexity of identifying students who hardly work for
the answers; sixth, teachers unable to manage students from time to time; and seventh, unavailability of the teachers to cope up with the prepared tools for modular distance learning approach and lastly, difficulties on the side of the teacher to discuss the lesson if the student is slow.

Furthermore, the respondents yielded agree on the teaching preparations on the adaptation of Modular Distance Learning Approach based on both issues and concerns of the MSU-Sulu Teacher towards Modular Distance Learning Approach. In the case of issues, the respondents agreed that teachers must update and set time in paying attention to the questions and doubts of the students and must set extension of date intern of passing answer sheets like 1-3 days, for other students come from far-flung areas/isle. Parents may pass answer sheets one at a time if he/she has a relatives so that it could lessen their financial (transportation expenses) for teachers must know how to appreciate/recognize his/her students to boost their confident and to avoid favoritism/conflict while they must considerable towards student’s behaviour, for some students have ADHD/Attention seekers.

On the other hand, the concerns were agreed that teachers should encourage handwritten and not encoded answers to avoid copy paste from the net/website. On poor internet connection, if teachers are unable to be contacted, parents/elders at home must help and guide their children for some clarifications on their modules. On the matter of shortage of printing materials like answer sheets, students must find way/initiative, provided for the answers. Teachers also need Parental Guidance at home to assure how other students fretted of following rules or instructions of their teachers and finally, due to poor media literacy on both teacher and student alike, alternative teaching strategies like modular learning is being used.

Finally, the findings suggest that there is no significant difference of issues and concern of the MSU-Sulu Teacher towards Modular Distance Learning Approach when grouped according gender but in contrary, there is significant difference exists between issues and concern among MSU-Sulu Teacher towards Modular Distance Learning Approach when grouped according colleges.

8. Recommendation

Based on the results of the study, the following recommendations are hereby advanced:

Teachers must enhance their media literacy skills to cope with instructional dynamism in the classroom.

The school administrators may encourage and strengthen teacher’s behaviour toward professional growth more so during this time of modular distance learning approach.

Teachers must be flexible with the present kind of teaching strategy at all cost and at all aspects.

School administrators may set guidelines as to establish proper communication among students and teachers.

Learning materials must be affordable as well as easy to understand content. Differentiate instruction and support to learners according to their needs, skills, and professional context (iNACOL, 2010).

Encourage teachers to be available to their students on allotted time to cater all their inquiries with patience at all times.

a. Research Agenda

- Teacher’s training on media and information literacy
- Module development programs to allow teamwork in the making process.
- Designing grading policies that combine self-, peer- and instructor assessment of the products, processes, and progress of learning (Marzano, 2000)
• Weekly submission of checked worksheets in order to ensure that the teachers and learner communication.

b. Policy
• The school administrator must provide media literacy training with their teachers as well as monitor and support them as to how they are working their ways through educating students with this kind of modality
• Teachers must provide daily if not weekly feedback in order to communicate to the learner as to their progress.
• The Department of Education together with school administrator must provide their teachers the intellectual and financial support in making the modules.

9. Conclusion
In view of the findings, the following are hereby concluded, the issues encountered towards Modular Distance Learning Approach were communication failure like that of instructions or confusion of students on the modules, limited teacher guidance, student’s in discourteous approach to teachers, complaints on not understanding the module, and all of which results to misbehavior on students and failure to pass worksheet on time. (Burns, 2010b) stated, online discussions are often the “tie that binds” a collection of individual learners into a collaborative learning community. Without such discussions the learning opportunity becomes a solo endeavor, and opportunities for deeper learning are lost.

In addition, the concerns of the MSU-Sulu Teacher towards Modular Distance Learning Approach were; first, hidden expenses on modules; second, teacher’s lack of media literacy; third, poor internet connection which intercepts communication between teacher and students; fourth, time constraint among teachers due to overload paperwork; fifth, equipment problem and complexity of the discussion as well as measurement of student’s performance; sixth, managing student’s responses from time to time; seventh, teacher’s unavailability and lastly, difficulties of studying among slow learners.

Moreover, on teaching preparations on the adaptation of MDLA, the issues were to cater and set time for student’s inquiries and be flexible to allow extension in terms of passing worksheets as well as allow parents, relative or even friends to pass worksheets in their behalf to lessen transportation expenses. Teachers must appreciate and recognize his/her students to boost their confidence and avoid favoritism while being considerate to students who are attention seeker or may have ADHD. Correspondingly, teachers must encouraged handwritten answers to lessen plagiarism, on the absence of teacher, the parents and elders must guide the students in their learning at home. Teachers and parents’ guidance must go hand and hand in today’s learning. Teachers must likewise be flexible in finding solutions on printing shortage. And lastly, alternative teaching strategies like modular learning should be hone to aid lack of media literacy of both teacher and students.

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