

Best Practices in Implementing Modular Distance Learning to Indigenous People (IP) Students in Olongapo City



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ABSTRACT: This study explored the best practices employed by the teacher-respondents' strategies in implementing Modular Distance Learning to IP students amidst COVID-19 pandemic. It was conducted among Junior High School Teacher of Olongapo City that has Indigenous People (IP) students, Department of Education, Division of Olongapo during the first quarter of the school year of 2021-2022. The study utilized a descriptive quantitative research design, survey questionnaire as research instrument, and descriptive and inferential statistics for analysis of data. The researcher concluded that the teacher-respondent are female in their adulthood stage with a teaching position of Teacher I and the highest educational attainment of having units in master's degree. The teacher-respondents always employed best practices in implementing modular distance learning to IP students in terms of assessment and instructional delivery, they often employed best practices in terms of module development and distribution and retrieval of modules. There was a significant difference in the best practices employed in terms of module development in implementing module distance learning to IP students when respondents grouped according to age and higher education attainment; in terms of distribution and retrieval and assessment when grouped according to age, teaching position and highest educational attainment; there was a significant difference in the best practices employed in terms of instructional delivery when grouped according to teaching position.

KEYWORDS: Alternative Delivery Mode, Assessment, Indigenous People Students, Instructional Delivery, Modular Distance Learning, Module Development

INTRODUCTION

The COVID-19 pandemic is a huge challenge to education systems (Daniel, 2020 & Tria, 2020). According to Chin (2020), in order to maintain the education of millions of Filipino students, the government implemented a distance learning approach. Distance learning, also known as correspondence education or home study, is a form of education where there is little or no face-to-face interaction between students and their instructors. Another challenge to carefully reconsider education with special consideration on the distinctly disadvantaged Indigenous People (IP) learners. Finding ways on how education can be delivered to the vulnerable group of IP learners amid the COVID-19 crisis is important so that appropriate learning delivery modes can be carefully contextualized from any learning continuity plan. For young indigenous learners, many of whom live in remote areas with no or limited internet access, online education is nearly impossible. Many students especially the poor and those living in the far-flung areas for lack of gadget and equipment for on-line classes and also internet connectivity problem. However, the Covid-19 pandemic really forces educational institutions to look into different modes of delivery of lesson and learning media. The modular mode also provided many challenges ranging from lack of transportation to difficulty in crossing from one town to the others because of security and health protocols implemented by different local government units. The possibility of local transmission is very real when teachers from the lowland communities will come up the mountains to teach the IP students (Bayod, 2020). This study was done to determine the best practices employed by teachers can also be a reference for other teachers and a basis for further school program and activities in implementing Modular Distance Learning to IP students.

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The study determined the best practices employed in implementing modular distance learning to Indigenous People (IP) students by Junior High School Teachers of Olongapo City, Department of Education, Division of Olongapo City during the first quarter of the school year of 2021-2022.

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MATERIALS AND METHODOLOGY

The research study utilized a descriptive research design. According to McCombes (2019), descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. Moreover, the research study employed a quantitative research method. Quantitative research is defined as the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. It is widely used in the natural and social sciences (Bhandari, 2020).

The respondents of the survey were two hundred forty (240) teachers of the selected public secondary schools in the Schools Division of Olongapo City. The respondents were chosen using total population sampling technique. There are only four (4) public secondary schools located in the Schools Division of Olongapo City that has IP students, namely: Iram High School, New Cabalan National High School, Old Cabalan Integrated School and Olongapo City National High School.

A survey questionnaire was used to gather all the necessary data regarding the best practices employed by the teacher-respondents' strategies in implementing Modular Distance Learning to IP students amidst COVID-19 pandemic. The contents of the survey checklist were based on the study of De Villa and Manalo (2020), Secondary Teachers' Preparation, Challenges, and Coping Mechanism in the Pre-Implementation of Distance Learning in the New Normal and Abante, Cruz, Guevarra, Lanada, Macale, and Myron (2021), A Comparative Analysis on the Challenges of Online Learning Modality and Modular Learning Modality: A Basis for Training Program.

The survey questionnaire has two (2) parts. First part of the survey checklist focused on the profile of the teacher – respondents which include the age, sex, academic position, and highest educational attainment. The second part determined the best practices employed by junior high school teachers in the implementation of modular distance learning to Indigenous People (IP) students in terms of Module Development, Distribution and Retrieval of Modules, Instructional Delivery, Assessment. This part had a total of 28 items. The teachers answered from the scale ranging from 4 (Always), 3 (Often), 2 (Sometimes) and 1 (Never).

To test for the reliability and validity of the instrument, the questions were pilot tested to 25 teachers among the Junior High School teacher in the Municipality of Subic, Schools Division of Zambales, who were not respondents of the study. After the data had been consolidated, it was subjected to Cronbach's analysis by a Statistician and the questions were found acceptable.

The researcher asked for permission from the Schools Division Superintendent, Division of Olongapo City for the distribution of questionnaires to the respective public secondary schools. After securing the endorsement, the researcher properly coordinated to the respective school heads or principals for the administration of the questionnaire through google forms and printed questionnaire. The participants were informed of the objectives of the study so that clarity of information and correctness of answers were attained. The researcher ensured full compliance with the highest standards of research and ethical considerations throughout the conduct of the study. The demographic profile of the respondents was analyzed using descriptive statistics. The best practices in the implementation of the Modular Distance Learning to IP Students were determined using Likert Scale.

The significant difference on the best practices in the implementation of the Modular Distance Learning when respondents are grouped according to profile variables was computed using Analysis of Variance (ANOVA). All the data obtained in the instrument were tallied, tabulated, analyzed and interpreted accordingly.

RESULTS AND DISCUSSION

The computed mean age of the respondents was 34.57 years' old which clearly signifies that the typical respondent is in adulthood. The highest frequency of respondents belongs to age group 31-40 years old, with one hundred twelve (112) responses or 46.67%. In terms of sex, majority of the teacher- respondents were females with one hundred eighty-three (183) or 76.25%, while there are only fifty-seven (57) or 23.75% who are male teacher-respondents. The highest frequency of respondents was in the Teacher I position, with one hundred seven (107) responses or 44.58%. Majority of the respondents earned units in Master's Degree with one hundred forty-four (144) responses or 60%. This result suggests that the teachers of the present study are pursuing continuous professional development through engagement in advanced education.

1. Best Practices Employed by the Respondents in Implementing Modular Distance Learning to IP Students

1.1 Module Development

In terms of the best practices employed in module development in implementing modular distance learning to IP students, it can be noted on Table 1 that the teacher-respondents "Often" employed "2. Procurement of learning resources for module development", as manifested in the highest weighted mean of 3.15. Furthermore, the teacher-respondents "Sometimes" practiced the "4. Conduct action research for effectivity of developed modules", with the lowest weighted mean of 2.10.

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The computed overall weighted mean on the responses was 2.74 with qualitative interpretation of "Often". To address the challenges encountered by teachers on the lack of laptops, the Department of Education (DepEd) already asked the House of Representatives during the 2022 Budget Deliberation for a P37 billion fund to provide public school teachers with the laptops needed to support remote teaching during the pandemic, including the development of modules (Magsambol, 2021).

Table 1. Best Practices Employed in Module Development in Implementing Modular Distance Learning to IP Students

Module Development	Weighted Mean	Qualitative Rating	Rank
1. Attending trainings or webinars for module development.	2.98	Often	4
2. Procurement of learning resources for module development.	3.15	Often	1
3. Collaboration with other teachers for techniques in module development.	3.05	Often	3
4. Conduct action research for effectivity of developed modules.	2.10	Sometimes	7
5. Maximization of the availability of laptops and computers in the school.	2.68	Often	5
6. Development of modules using the dialects of the IP learners.	2.11	Sometimes	6
7. Quality assurance of developed modules is being conducted by supervisors and other experts.	3.14	Often	2
Overall Weighted Mean	2.74	Often	

1.2 Distribution and Retrieval of Modules

Table 2. Best Practices Employed in Distribution and Retrieval of Modules in Implementing Modular Distance Learning to IP Students

Distribution and Retrieval of Modules	Weighted Mean	Qualitative Rating	Rank
1. All subjects have available printed modules for all the IP learners.	3.35	Always	2
2. Building partnerships with LGU or Barangay officials for the distribution and retrieval of modules.	2.80	Often	3
3. The flowchart of procedures is devised in the dialect of the IP learners and parents.	2.23	Sometimes	6
4. Police Officers are being tapped for the strict implementation of health protocols.	2.51	Often	4
5. Retrieved modules and answer sheets are properly disinfected.	2.29	Sometimes	5
6. Masks and alcohols are readily available for parents, guardians of students during distribution of modules.	3.73	Always	1
7. Modules are delivered to the houses of the IP learners directly.	2.19	Sometimes	7
Overall Weighted Mean	2.73	Often	

In terms of the best practices employed in the distribution and retrieval of modules in implementing modular distance learning to IP students, it can be noted on Table 2 that the teacher-respondents "Always" practiced the statements "6. Masks and alcohols are readily available for parents, guardians of students during distribution of modules", with the highest weighted mean of 3.73, and the respondents "Sometimes" practiced the statement "7. Modules are delivered to the houses of the IP learners directly", with the lowest weighted mean of 2.19.

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The computed overall weighted mean on the responses was 2.73 with qualitative interpretation of “Often”. It was found out that the teachers employed their best practices to counteract the challenges in Modular Distance Learning in terms of the distribution and retrieval of modules. The schools have allotted funds for the procurement of COVID-related supplies that are readily available during distribution of modules. Teachers made sure that all the IP learners are provided with printed SLMs.

According to Adriano (2020), various schools gear up for distance learning under the new normal, some motorcycle riders have signified their intent to distribute learner’s modules for free. In a memorandum of agreement (MOA) signed between the Department of Education Laoag City and the Motorcycle Philippines Federation 128 Inc., the Project Volunteer Riders Organized for Optable Module (VROOM) Delivery was launched as both parties agreed that the modules developed by teachers will be distributed for free by the riders to the village halls of Laoag and other municipalities. The village officials will then give out the modules to the learner’s home. The learners will bring the modules to the barangay halls which will be carried back by the riders to schools. The distribution and retrieval of learning modules will be made weekly.

1.3 Instructional Delivery

Table 3. Best Practices Employed in Instructional Delivery in Implementing Modular Distance Learning to IP Students

Instructional Delivery	Weighted Mean	Qualitative Rating	Rank
1. Establish good and regular communication with students.	3.36	Always	5
2. A Weekly Home Learning Plan is given to every learner.	3.63	Always	1
3. Home visitations are being conducted to assist the IP learners.	3.04	Often	6
4. Students’ progress is being monitored regularly per subject area.	3.60	Always	2
5. Enrichment activities and other references are given to learners to improve mastery of lessons.	3.48	Always	4
6. Proper guidance from parents, continuous communication between the parents and teachers	3.53	Always	3
7. When explaining lessons to students, the dialect of the IPs is being used.	2.67	Often	7
Overall Weighted Mean	3.33	Always	

In terms of the best practices employed in instructional delivery in implementing modular distance learning to IP students, it can be noted on Table 3 that the teacher-respondents “Always” employed the statement “2. A Weekly Home Learning Plan is given to every learner”, with the highest weighted mean of 3.63. Additionally, the respondents “Often” employed the statement “7. When explaining lessons to students, the dialect of the IPs is being used”, with the lowest weighted mean of 2.67.

The computed overall weighted mean on the responses was 3.33 with qualitative interpretation of “Always”. It was found out that the teachers employed their best practices to counteract the challenges in Modular Distance Learning in terms of instructional delivery. The teachers make sure that students are well-informed of the competencies they need to learn and the activities they need to answer through the provision of the Weekly Home Learning Plan. Monitoring of the students are also being practiced and home visitations are being conducted by the teachers.

DepEd-CO features Lutucan integrated National High School on a Press Release titled “DepEd Teaches Inetrates Technical Assistance in Improving Delivery of Basic Education Services. In one of the sessions, OIC-Director Cawilan underscored one of the best practices of Lutucan Integrated National High School (LINHS) in Sariaya, Quezon Province on managing learning resources in time of the pandemic. In the Schools Division of Naga City, the best practices of teachers must include: (1) conduct of house-to- house visitation for those learners with low performance; (2) parents and teachers must have collaborative efforts in the implementation of Weekly Home Learning Plan in keeping track the student’s everyday activities; and (3) teachers must give intervention strategies based on the Individual Monitoring Learning Plan which monitors the learner’s progress.

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1.4 Assessment

Table 4. Best Practices Employed in Assessment in Implementing Modular Distance Learning to IP Students

Assessment	Weighted Mean	Qualitative Rating	Rank
1. Summative tests are given in printed form.	3.83	Always	1
2. Results of summative tests are given to students for feedbacks.	3.53	Always	4
3. Summative tests are given every week and are aligned to the content standards of the MELCs.	3.38	Always	5.5
4. Rubrics are given in every performance task and are explained to students.	3.63	Always	2
5. Parents and students are being informed of the assessment process.	3.60	Always	3
6. LAC sessions are being conducted to improve test construction skills of teachers.	3.38	Always	5.5
7. Focused Group Discussions are being conducted for effective assessments of IP learners.	3.37	Always	7
Overall Weighted Mean	3.53	Always	

In terms of the best practices employed in assessment in implementing modular distance learning to IP students, it can be noted on Table 4 that the teacher-respondents “Always” practiced the statement “1. Summative tests are given in printed form”, with the highest weighted mean of 3.83 and “7. Focused Group Discussions are being conducted for effective assessments of IP learners”, with the lowest weighted mean of 3.37.

The computed overall weighted mean on the responses was 3.53 with qualitative interpretation of “Always”. It was found out that the teachers employed their best practices to counteract the challenges in Modular Distance Learning in terms of assessing the students’ learning. This is being done through the construction of summative tests that are suited to assess each weeks’ learning of the students.

In the study conducted by Galang, Conde & Sudarsana (2021), it was identified that teachers assess the students by utilizing modules and other activities as alternatives of face-to-face instruction and assessment, using rubrics and providing feedbacks, utilizing online platforms, and involving parents.

1.5 Summary

Table 5. Summary on the Best Practices Employed by the Respondents in Implementing Modular Distance Learning to IP Students

Best Practices Employed in the Implementation of MDL	Overall Weighted Mean	Qualitative Rating	Rank
Module Development	2.74	Often	3
Distribution and Retrieval of Modules	2.73	Often	4
Instructional Delivery	3.33	Always	2
Assessment	3.53	Always	1
Grand Mean	3.08	Often	

Table 5 shows the summary on the best practices employed by the teacher-respondents in implementing modular distance learning to IP students. It can be noted that the teacher-respondents “Always” employed best practices in “Assessment”, with the highest overall weighted mean of 3.53, followed by “Instructional Delivery”, with an overall weighted mean of 3.33. Additionally, the teacher-respondents “Often” employed best practices in “Module Development”, with an overall weighted mean of 2.74, and “Distribution and Retrieval of Modules”, with the lowest computed overall weighted mean of 2.73.

The computed grand mean of responses was 3.08, with a qualitative interpretation of “Often”. The results manifested that the teachers employed their best practices to counteract the challenges in Modular Distance Learning to IP students.

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2. Analysis of Variance on the Difference in the Best Practices Employed by the Respondents in Implementing Modular Distance Learning to IP Students when Respondents are Grouped According to the Demographic Profile Variables

2.1 Module Development

Table 6. Difference in the Best Practices Employed in Module Development in Implementing Modular Distance Learning to IP Students when Respondents are Grouped According to the Demographic Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	5.186	4	1.296	3.088	0.017	Ho is rejected Significant
	Within Groups	98.658	235	0.42			
	Total	103.843	239				
Sex	Between Groups	0.003	1	0.003	0.006	0.937	Do not reject Ho Not Significant
	Within Groups	103.840	238	0.436			
	Total	103.843	239				
Teaching Position	Between Groups	0.9	3	0.3	0.688	0.560	Do not reject Ho Not Significant
	Within Groups	102.943	236	0.436			
	Total	103.843	239				
Highest Educational Attainment	Between Groups	42.272	3	14.091	54.009	0.000	Ho is rejected Significant
	Within Groups	61.571	236	0.261			
	Total	103.843	239				

Table 6 shows the Analysis of Variance to test the difference in the best practices employed in module development in implementing modular distance learning to IP Students when respondents are grouped according to demographic profile variables of age, sex, teaching position and highest educational attainment respectively.

The computed P-values for sex (0.937) and teaching position (0.560) were greater (>) than 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the best practices employed in module development in implementing modular distance learning to IP Students when respondents are grouped according to sex and teaching position. On the other hand, the P-values for age (0.017) and highest educational attainment (0.000) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference when respondents are grouped according to age, and highest educational attainment.

The result implies that the best practices employed in module development by the teacher-respondents diverges in terms of the age and highest educational attainment of the respondents. Furthermore, there is no statistically detected difference in the best practices employed by the male and female respondents and their teaching positions.

According to the study of Chan, Marasigan &Santander (2021), quality assured modules and stronger financial support would aid better modular remote teaching delivery in modular distance learning during the COVID-19 pandemic. Thus, the improvement of quality-controlled modules and worksheets was recommended.

2.2 Distribution and Retrieval of Modules

Table 7 shows the Analysis of Variance to test the difference in the best practices employed in the distribution and retrieval of modules in implementing modular distance learning to IP Students when respondents are grouped according to demographic profile variables of age, sex, teaching position and highest educational attainment respectively.

The computed P-value for sex (0.499) was greater (>) than 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the best practices employed in distribution and retrieval of modules in implementing modular distance learning to IP Students when respondents are grouped according to sex. On the other hand, the P-values of age (0.000), teaching position (0.000) and highest educational attainment (0.000) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference when respondents are grouped according to age, teaching position, and highest educational attainment.

The result signifies that the best practices employed in the distribution and retrieval of modules by the teacher-respondents varies in terms of the age, teaching positions, and highest educational attainment of the respondents. Furthermore, there is no statistically detected difference in the best practices employed by the male and female respondents.

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To ensure the safety of both teachers and students in the distribution and retrieval of modules, the Department of Education (DepEd) said its regional offices (ROs) and school division offices (SDOs), schools should conduct of disinfection of learning materials prior packaging and distribution and forge stronger partnerships with barangay councils that will help in facilitating the distribution and retrieval of modules to their respective barangays (Malipot, 2020).

Table 7. Difference in the Best Practices Employed in Distribution and Retrieval of Modules in Implementing Modular Distance Learning to IP Students when Respondents are Grouped According to the Demographic Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	18.961	4	4.74	27.234	0.000	Ho is rejected Significant
	Within Groups	40.904	235	0.174			
	Total	59.865	239				
Sex	Between Groups	0.115	1	0.115	0.459	0.499	Do not reject Ho Not Significant
	Within Groups	59.75	238	0.251			
	Total	59.865	239				
Teaching Position	Between Groups	19.819	3	6.606	38.931	0.000	Ho is rejected Significant
	Within Groups	40.046	236	0.17			
	Total	59.865	239				
Highest Educational Attainment	Between Groups	17.492	3	5.831	32.475	0.000	Ho is rejected Significant
	Within Groups	42.373	236	0.18			
	Total	59.865	239				

2.3 Instructional Delivery

Table 8 shows the Analysis of Variance to test the difference in the best practices employed in instructional delivery in implementing modular distance learning to IP Students when respondents are grouped according to demographic profile variables of age, sex, teaching position and highest educational attainment respectively.

The computed P-values for age (0.087), sex (0.871) and highest educational attainment (0.229) were greater (>) than 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the best practices employed in instructional delivery in implementing modular distance learning to IP Students when respondents are grouped according to age, teaching position and highest educational attainment. On the other hand, the P-value for teaching position (0.000) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference when respondents are grouped according to sex.

Table 8. Difference in the Best Practices Employed in Instructional Delivery in Implementing Modular Distance Learning to IP Students when Respondents are Grouped According to the Demographic Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	1.818	4	0.455	2.056	0.087	Do not reject Ho Not Significant
	Within Groups	51.952	235	0.221			
	Total	53.770	239				
Sex	Between Groups	0.006	1	0.006	0.026	0.871	Do not reject Ho Not Significant
	Within Groups	53.764	238	0.226			
	Total	53.770	239				
Teaching Position	Between Groups	15.762	3	5.254	32.623	0.000	Ho is rejected Significant
	Within Groups	38.008	236	0.161			
	Total	53.770	239				
Highest Educational Attainment	Between Groups	0.973	3	0.324	1.449	0.229	Do not reject Ho Not Significant
	Within Groups	52.797	236	0.224			
	Total	53.77	239				

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The result implies that the best practices employed in the instructional delivery of the teacher-respondents differs in terms of teaching positions only. Furthermore, there is no statistically detected difference in the best practices employed by the male and female respondents and their age, as well as their highest educational attainment.

Parents use the learning guide and supervise their child's interaction with the materials and communication with the teacher can be done. For the other students they accomplish the module activities and connect with the teacher for feedback through text, messenger, or any form of communication (Codamon, 2020).

2.4 Assessment

Table 9. Difference in the Best Practices Employed in Assessment in Implementing Modular Distance Learning to IP Students when Respondents are Grouped According to the Demographic Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	5.484	4	1.371	11.911	0.000	Ho is rejected Significant
	Within Groups	27.049	235	0.115			
	Total	32.533	239				
Sex	Between Groups	0.027	1	0.027	0.197	0.658	Do not reject Ho Not Significant
	Within Groups	32.506	238	0.137			
	Total	32.533	239				
Teaching Position	Between Groups	6.773	3	2.258	20.685	0.000	Ho is rejected Significant
	Within Groups	25.76	236	0.109			
	Total	32.533	239				
Highest Educational Attainment	Between Groups	7.711	3	2.57	24.438	0.000	Ho is rejected Significant
	Within Groups	24.822	236	0.105			
	Total	32.533	239				

Table 9 shows the Analysis of Variance to test the difference in the best practices employed in assessment in implementing modular distance learning to IP Students when respondents are grouped according to demographic profile variables of age, sex, teaching position and highest educational attainment respectively.

The computed P-value for sex (0.658) was greater (>) than 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the best practices employed in assessment in implementing modular distance learning to IP Students when respondents are grouped according to sex. On the other hand, the P-values for age (0.000), teaching position (0.000) and highest educational attainment (0.000) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference when respondents are grouped according to age, teaching position, and highest educational attainment.

The result indicates that the best practices employed in the assessment by the teacher-respondents varies in terms of all the profile variables of the respondents. Their practices differ in terms of their age, sex, teaching positions and highest educational attainment.

The Department of Education emphasized that assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies and is integral for understanding student learning and development. Assessment and grading should have a positive impact on learning (Montemayor, 2020).

V. CONCLUSIONS

Based on the results of the study, the researcher concluded that the majority of the teacher-respondent are female in their adulthood stage with a teaching position of Teacher I and the highest educational attainment of having units in master's degree. The teacher-respondents always employed best practices in implementing modular distance learning to Indigenous People (IP) students in terms of assessment. There was significant difference in the best practices employed in terms of module development in implementing module distance learning to IP students when respondents grouped according to age and higher education attainment. There was significant difference in the best practices employed in terms of distribution and retrieval and assessment when grouped according to age, teaching position and highest educational attainment; in terms of the instructional

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delivery when grouped according to teaching position. Teachers should sustain best practices on the implementation of modular distance learning to IP Learners and conduct benchmarking to further improve other practices.

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