

Status and Challenges in the Implementation of LCP-Modular Distance Learning (MDL) of Lutucan Integrated National High School: A Proposed Comprehensive Action Plan Tool

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Abstract

This study assessed the status and challenges in the implementation of Modular Distance Learning (MDL) at Lutucan Integrated National High School during the School Year 2020–2021. Conducted from May to September 2020, the study utilized a Mixed-Method Research Design — descriptive survey to measure implementation status, supplemented by qualitative inquiry to identify challenges. Data were gathered from 70 learners across Grades 7 to 12 using a researcher-made questionnaire adapted from the Division of Quezon Learning Continuity Plan assessment tool. Results showed that Distribution of Learning

Materials and Assessment & Feedback both obtained a weighted mean of 3.72 ("Strongly Agree"), while Lesson Delivery and Content Clarity registered 3.27 ("Strongly Agree"). However, the study identified four key challenges: limited learner participation during online sessions, insufficient gadgets for communication, lack of printing materials, and

blurred module content with difficult instructions. Findings also confirmed that Learning Support Aides (LSA), as mandated under DepEd Order No. 32, s. 2020, significantly reinforced the implementation of the Basic Education–Learning Continuity Plan (BE-LCP). Based on the findings, this study proposed an enhanced Action Plan Tool aligned with BE-LCP and SDRRM frameworks to address identified gaps and improve future implementation.

Keywords: *Modular Distance Learning, BE-LCP, Learning Support Aides, implementation challenges, action plan*

CHAPTER I - INTRODUCTION TO RESEARCH

A. Rationale and Significance of the Study

The COVID-19 pandemic brought unprecedented disruption to education nationwide. To ensure learning continued safely, the Department of Education issued DepEd Order No. 12, s. 2020, launching the Basic Education–Learning Continuity Plan (BE-LCP). At Lutucan Integrated National High School (LINHS), Modular Distance Learning (MDL) emerged as the most preferred modality, chosen by 2,848 learners or 51.5% of the total population. Yet as modules reached homes, practical challenges surfaced across the full implementation cycle — from printing and distribution to lesson clarity, limited resources, and delayed feedback.

Despite existing national policies, no school-specific baseline data or contextualized solutions were available to address these local realities. Most related studies describe general trends rather than site-specific conditions; few examine the complete process from module production to assessment. Additionally, the contribution of Learning Support Aides (LSA) — established under DepEd Order No. 32, s. 2020 — in reinforcing MDL delivery remained undocumented at the school level.

This study was therefore conducted to assess the actual status of MDL implementation, identify specific challenges faced by learners and teachers, and develop an enhanced Action Plan Tool aligned with BE-LCP and School Disaster Risk Reduction and Management (SDRRM) frameworks. By filling these gaps, the findings provide evidence-based guidance to strengthen BE-LCP implementation and improve the quality of modular learning for all learners.

B. Research Questions

This study seeks to answer the following questions:

1. What is the status of Modular Distance Learning implementation in terms of:
 - a. Distribution of Learning Materials;
 - b. Lesson Delivery and Content Clarity; and

- c. Assessment and Feedback?
2. What challenges are encountered by learners in the implementation of Modular Distance Learning?
3. What is the role of Learning Support Aides (LSA) in reinforcing the implementation of BE-LCP?
4. What Action Plan Tool may be proposed and enhanced to align with BE-LCP and SDRRM frameworks to improve MDL implementation?

C. Scope and Delimitation

Scope. This study focuses on the status and challenges in the implementation of Modular Distance Learning at Lutucan Integrated National High School from May to September 2020. It assessed three key areas — distribution of learning materials, lesson delivery, and assessment and feedback — and identified implementation challenges. The study also examined the role of Learning Support Aides and proposed an enhanced Action Plan Tool aligned with BE-LCP and SDRRM frameworks. Respondents included 70 learners selected purposively across Grades 7 to 12.

Limitation. The study was confined to one school and one learning modality; findings may not be applicable to other schools with different contexts, resources, or modalities. Data were gathered solely from learners during the initial implementation phase; perspectives of teachers, parents, and school heads were not included. The proposed action plan serves as a recommendation and was not yet tested within the study period.

CHAPTER II-REVIEW OF RELATED LITERATURE

The related literature and studies are organized around five recurring themes:

Policy and Implementation Gap. While national policies established the framework, actual implementation at the school level revealed real-world challenges that were not yet documented.

Key issues include resource adequacy, module quality, and timeliness of delivery (Baticulon et al., 2021; DepEd, 2020a).

Modality Strengths and Limitations. MDL emerged as the most preferred modality due to independence from internet connectivity, yet it faces limitations in quality assurance, timely feedback, and equitable support (Dangle & Sumaoang, 2020; Pastor et al., 2022).

Resources, Quality, and Access. Printing shortages, unclear Instructions, and limited devices were consistently identified as top challenges across studies — problems that require local, context-specific solutions (Baticulon et al., 2021; De Villa & Manalo, 2020).

Support Systems and Community Partnership. Learning Support Aides and community stakeholders proved critical in bridging gaps between school and home, validating the LSA program as an effective intervention (DepEd, 2020b; Panganiban & Madrigal, 2021).

Planning for Continuity. Effective responses must integrate BE-LCP and SDRRM principles to remain sustainable beyond the pandemic — a gap this study addresses through the enhanced Action Plan Tool (DepEd, 2015).

The study is anchored on the Systems Approach to Education Delivery and Community of Practice Theory, recognizing that successful implementation requires coordinated inputs, processes, and collaboration among all stakeholders.

CHAPTER III- RESEARCH METHODOLOGY

A. Research Design

This study employs the Mixed-Method Research Design, specifically Descriptive–Action Research. It combines quantitative and qualitative approaches to comprehensively assess implementation. Quantitative survey measured status using weighted means; qualitative inquiry

through open-ended questions identified challenges. Findings were translated into an enhanced Action Plan Tool as a contextualized intervention.

B. Respondents and Sampling Technique

Respondents were 70 learners enrolled at LINHS during School Year 2020–2021 utilizing MDL. Ten learners per grade level from Grades 7–12 were selected using Purposive Sampling based on their direct experience in the modality.

C. Research Instrument

A researcher-made questionnaire adapted from the Division of Quezon LCP Assessment Template, validated by experts. Part I measured implementation status using a 4-point scale; Part II gathered open-ended responses on challenges and suggestions.

Rating Scale: 3.26–4.00 = Strongly Agree; 2.51–3.25 = Agree; 1.76–2.50 = Disagree; 1.00–1.75 = Strongly Disagree.

D. Data Collection Procedure

1. Approval secured from School Principal and Division Office.
2. Orientation conducted with learners and parents; informed consent obtained.
3. Distribution of questionnaires through LSA; home completion allowed.
4. Retrieval after 3–5 days; verification and clarification of responses.
5. Tally, computation, analysis, and synthesis into findings and action plan.

E. Ethical Considerations

Participation was voluntary; all data kept confidential; no personal identifiers disclosed; responses used solely for research purposes.

Adheres to DepEd ethical standards.

F. Statistical Treatment of Data

Weighted Mean — determined implementation status

Frequency and Percentage — described profile and challenge distribution

Thematic Analysis — grouped qualitative responses into themes

CHAPTER IV — RESULTS AND DISCUSSION

A. Status of Implementation

**STATUS OF MODULAR DISTANCE LEARNING
IMPLEMENTATION AS PERCEIVED BY GRADES 10 TO 12
LEARNERS**

DISTRIBUTION OF LEARNING MATERIALS	LESSON DELIVERY & CONTENT CLARITY	Assessment & Feedback
AWM 3.72 Strongly Agree	AWM 3.27 Strongly Agree	AWM 3.72 Strongly Agree

Distribution of Learning Materials: 3.72 — Strongly Agree

Lesson Delivery & Content Clarity: 3.27 — Strongly Agree

Assessment & Feedback: 3.72 — Strongly Agree

Overall Mean: 3.57 — Strongly Agree

Materials were received completely and on time; assessment tasks and feedback were satisfactory. Lesson delivery rated lowest due to print quality and instruction clarity issue—consistent with findings by Baticulon et al. (2021).

B. Challenges Encountered

1. Limited participation during scheduled online classes
2. Insufficient gadgets for communication
3. Lack of printing materials
4. Blurred module content and difficult instructions

These match challenges documented by Pastor et al. (2022) across multiple implementation sites.

C. Role of Learning Support Aides

LSAs significantly reinforced BE-LCP implementation — assisting in distribution, retrieval, monitoring, and clarification. Validates DepEd Order No. 32, s. 2020 and DepEd's 2021 monitoring report.

D. Proposed Action Plan

An enhanced Action Plan Tool was developed, aligning interventions with BE-LCP and SDRRM frameworks across five key areas: participation, communication, printing resources, module quality assurance, and LSA strengthening.

CHAPTER V — CONCLUSION AND RECOMMENDATIONS

A. Summary of Findings

MDL was effectively implemented overall. Distribution and Assessment rated highest; Lesson Delivery rated lowest due to quality and resource gaps. Four specific challenges were identified. LSAs made significant contributions. An enhanced Action Plan Tool was proposed.

B. Conclusions

Modular Distance Learning successfully delivered education to learners' homes. However, print quality, resource limitations, and connectivity gaps persisted. LSAs proved vital in sustaining implementation. National policies required contextualization to address local realities — hence the enhanced Action Plan Tool integrating BE-LCP and SDRRM frameworks.

C. Recommendations

School Administration: Enforce module quality control; strengthen LSA program; mobilize community resources. Craft comprehensive action plan for school head for learning continuity program.

Teachers: Simplify language and instructions; provide offline alternatives; maintain regular communication.

Learners & Parents: Establish study schedules; report difficulties early.

Future Researchers: Conduct follow-up studies after plan implementation; evaluate long-term LSA impact.

CHAPTER VI — DISSEMINATION AND ADVOCACY PLANS

Present findings during School LAC Sessions for teacher awareness. Submit Action Plan to School Head for review and adoption. Share findings through Division Research Conference and school memoranda. Integrate improvements into regular school planning and SDRRM updates.

CHAPTER VII — REFERENCES

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APPENDICES

COPY OF RESEARCH PROPOSAL :

I. INTRODUCTION AND RATIONALE

The COVID-19 pandemic created an unprecedented crisis that disrupted face-to-face instruction nationwide. To ensure education continued safely, the Department of Education issued DepEd Order No. 12, s. 2020, launching the Basic Education-Learning Continuity Plan (BE-LCP). Among the delivery modalities offered, Modular Distance Learning (MDL) emerged as the most preferred choice at Lutucan Integrated Naitonal Hugh School selected by 2,848 learners of 51.5% of the total population.

While national policies established the framework, actual implementation at the school level revealed real-world challenges--from module printing and distribution to instruction clarity, resource limitations, and learner participation gaps.

The study was therefore conducted to assess the actual status of MDL implementation, identify specific challenges encountered by learners and teachers and develop a contextualized Action Plan Tool, enhanced to align with current needs, the School Disaster Risk Reduction and Management (SDDRM), and the Learning Continuity and Safety Plan (LCSP) ensuring education continues during emergencies, disasters and disruption. It fills the gap between national policy and local practice, ensuring the solutions are not just compliant, but responsive, practical and suited to the school's unique situation.

II. LITERATURE REVIEW

Key Issues Underlying the Research

The study is anchored on critical realities that emerged during the implementation of Modular Distance Learning (MDL). While national policies such as the Basic Education-Learning

Continuity Plan (BE-LCP) established the framework for distance learning (DepEd, 2020a), a significant gap existed between policy guidelines and actual school-level practice. Key underlying issues include the adequacy of learning resources, quality and clarity of printed modules, timeliness of distribution and retrieval, availability of communication tools, and the extent of support learners receive at home (Baticulon et al., 2021). These concerns are further compounded by the need to align emergency responses with long-standing frameworks such as the School Disaster Risk Reduction and Management (SDRRM) Plan — ensuring that education continuity remains sustainable, responsive, and inclusive regardless of the situation (DepEd, 2015).

Comparison of Findings, Problems, Recommendations, and Research Questions

Related studies consistently show that Modular Distance Learning became the most preferred modality among learners and parents due to its flexibility and independence from internet connectivity (Dangle & Sumaoang, 2020). However, researchers across different contexts identify nearly identical challenges: insufficient printing materials, delayed or difficult distribution, unclear or complicated instructions, and limited learner participation due to lack of devices or guidance (Pastor et al., 2022). While most existing literature describes these problems and generally recommends better resources, simplified materials, and stakeholder coordination, very few studies translate those findings into a concrete, ready-to-use intervention tool.

Main Points of View, Controversies, Strengths, and Weaknesses

There are differing perspectives regarding Modular Distance Learning. Proponents argue that it is the most equitable and accessible modality during emergencies, allowing learning to continue safely even without internet access or devices. It respects learner pace and can be adapted to local context. Critics, however, point out that MDL places heavy reliance on reading skills and independent learning abilities that many learners have not yet fully developed; without immediate teacher guidance, misconceptions may go uncorrected (De Villa & Manalo, 2020). Additional burdens fall on parents who may not be equipped to teach. Studies acknowledge these trade-offs: MDL offers safety and continuity but faces limitations in quality assurance, timely

feedback, and equitable support — gaps that require strong systems, monitoring, and community involvement to resolve (Panganiban & Madrigal, 2021).

The broader body of research converges on several conclusions: Modular Distance Learning is a viable and necessary alternative during crises, but it cannot succeed on modules alone. It requires quality-assured materials, reliable distribution systems, regular feedback mechanisms, and active stakeholder support (Dangle & Sumaoang, 2020). While these general recommendations exist, there is a scarcity of school-specific baseline data and contextualized action plans that directly translate national findings into local practice. Most notably, no documented study has yet produced an enhanced Action Plan Tool aligned with both BE-LCP and SDRRM frameworks that also incorporates and validates the contribution of Learning Support Aides. This study fills that gap by providing evidence, identifying challenges, and delivering a practical management tool tailored to the actual needs of the school.

Presentation of Concepts and Ideas Thematically

The related literature and studies are organized around four recurring themes:

1. Policy and Implementation Gap — how national guidelines translate into local realities (DepEd, 2020a);
2. Modality Strengths and Limitations — benefits, challenges, and trade-offs of MDL (Pastor et al., 2022);
3. Resources, Quality, and Access — printing, module clarity, and connectivity issues (Baticulon et al., 2021);
4. Planning for Continuity — integrating BE-LCP and SDRRM principles into sustainable, responsive action (DepEd, 2015).

Theoretical/Conceptual Framework and Research Paradigm

This study is grounded on the Systems Approach to Education Delivery, which views implementation as a cycle of inputs → processes → outcomes. Inputs include policies, modules, and resources; processes cover distribution, instruction, and assessment; outcomes reflect

learning continuity and quality (Katz & Kahn, 1978). It also draws on Community of Practice Theory, recognizing that teachers, LSAs, parents, and learners must collaborate to sustain MDL (Lave & Wenger, 1991). The study follows a Descriptive–Action Research Paradigm: it first describes the current status and identifies challenges, then uses those findings to design an enhanced Action Plan Tool as a contextualized intervention. This design ensures that recommendations are not merely theoretical but evidence-based, practical, and directly responsive to the school’s actual conditions.

V. RESEARCH METHODOLOGY

This chapter presents the research design, respondents and sampling technique, research instrument, data gathering procedure, and statistical treatment of data used in the study.

RESEARCH DESIGN

This study employs the Mixed-Method Research Design, specifically Descriptive–Action Research. It combines quantitative and qualitative approaches to comprehensively assess the implementation of Modular Distance Learning (MDL).

- Quantitative Phase: Survey questionnaires measured the status of implementation across three key areas using rating scales and computed weighted means.
- Qualitative Phase: Open-ended questions and interviews gathered detailed experiences, challenges, and suggestions from learners.
- Action Component: Findings served as the basis for designing an enhanced Action Plan Tool aligned with BE-LCP and SDRRM frameworks to address identified gaps.

The descriptive phase established baseline facts, while the action phase translated those facts into contextualized solutions — making the study descriptive in gathering data yet action-oriented in its ultimate purpose.

RESPONDENTS AND SAMPLING TECHNIQUE

The respondents were 70 learners enrolled at Lutucan Integrated National High School during School Year 2020–2021 who utilized Modular Distance Learning as their primary modality. -

Selection: 10 learners per grade level, from Grade 7 to Grade 12

A. Sampling Technique: Purposive Sampling — respondents were selected based on their active enrollment and direct experience in Modular Distance Learning.- Coverage: Represented learners across all grade levels to capture varied experiences

B. Data Collection :

1. Seeking permission. A formal letter of request was prepared and submitted to the School Principal of Lutucan Integrated National High School, seeking approval to conduct the study and administer the research instruments to selected learners. Upon approval, coordination was made with class advisers.

2. Orientation and Informed Consent

Selected respondents and their parents or guardians were oriented regarding the purpose, objectives, and importance of the study. They were assured that:

- Participation is voluntary;
- All information gathered will remain strictly confidential and used solely for research purposes;
- No names or personal details will be disclosed in the final output; and
- They may withdraw from the study at any time without penalty.

Written or verbal consent was secured before distributing any questionnaire.

3: Distribution of Instruments

The validated questionnaires were distributed personally by the researchers, assisted by Learning Support Aides (LSA). Learners were given ample time to answer the forms at their own pace and convenience at home. Clear instructions were provided on how to answer both the rating scale and open-ended questions.

4: Retrieval and Verification

Completed questionnaires were retrieved after three to five days. The researchers checked each form for completeness and consistency. Where responses were unclear or incomplete, brief follow-up interviews were conducted to clarify details and ensure data accuracy.

5: Data Organization and Preparation

All gathered data were tallied, tabulated, and organized systematically. Quantitative responses were encoded for statistical computation, while qualitative answers were grouped and coded according to recurring themes and emerging challenges.

RESEARCH INSTRUMENT

The primary tool used was a researcher-made questionnaire, adapted from the Division of Quezon Learning Continuity Plan (LCP) Assessment Template, validated by experts and aligned with DepEd standards. It consisted of two parts:

Part I — Status Assessment: Measured implementation across three dimensions:

1. Distribution of Learning Materials
2. Lesson Delivery and Content Clarity
3. Assessment and Feedback

Part II — **Open-Ended Questions:** Allowed respondents to describe challenges encountered, suggest improvements, and share experiences in their own words.

Rating Scale Used:

Table

Range Verbal Interpretation

3.26 – 4.00 Strongly Agree

2.51 – 3.25 Agree

1.76 – 2.50 Disagree

1.00 – 1.75 Strongly Disagree

DATA GATHERING PROCEDURE

1. Request for Approval: Letter of permission submitted to the School Principal and Division Office.

2. Orientation: Learners and parents oriented on the purpose, confidentiality, and voluntary nature of participation.
3. Retrieval: Completed questionnaires collected by researchers; open-ended responses clarified through brief interviews as needed.
4. Data Analysis: Responses tallied, computed, interpreted, and synthesized into findings and the proposed Action Plan.

STATISTICAL TREATMENT OF DATA

The following statistical tools were used to analyze the data:

- Weighted Mean — determined the overall status of implementation across the three dimensions
- Frequency and Percentage — described the profile of respondents and distribution of challenges
- Thematic Analysis — grouped qualitative responses into recurring themes and challenges

Research Questions

This action research seeks answers to the following questions;

1. What is the Learners Level of Agreement in the following areas:
 - 1.1. Distribution of Learning Materials or Modules
 - 1.2 Actual Delivery of Lesson
 - 1.3 Assessment and feedback giving
2. What are the problems encountered by learners in the MDL in terms of:
 - 2.1. Distribution of Learning Materials or Modules
 - 2.2 Actual Delivery of Lesson
 - 2.3 Assessment and feedback giving
3. How could the developed action plan serve as an intervention in the implementation of MDL?

IV. Scope and Limitations

The study is focus on the status of Lutucan Integrated National High School in the implementation of Basic Education-Learning Continuity Plan in the Modular Distance Learning Modality. Current study aimed to determine problems met in the process of its implementation and create a proposed management comprehensive action plan to address the school needs.

To meet the objectives of this research study, 70 learners from Grades 7 to 12 were purposely selected as participants in the survey. The mixed method of research was utilized where research questionnaires with open-ended questions were explored together with interviews and observation. Average weighted mean was the statistical treatment used in the data collected. The study was conducted in May to September 2020. It assessed three key areas namely, distribution of learning materials, lesson delivery and assessment and feedback and identified implementation challenges.

Limitation. The study was confined to one school and one learning modality: findings may not be applicable to other schools with different contexts or modalities. Data were gathered solely from learners during the initial implementation phase; perspectives of teachers, parents and school heads were not included.

1. What is the Learners Level of Agreement in the following areas:

1.1.Distribution of Learning Materials or Modules

- The learners Strongly Agreed with an average weighted arithmetic mean of 3.72 that the learning materials were in the learner's package and distributed either through home visitation by class advisers, picking up in barangay hall/community kiosks; or picking up learners' packages at designated school kiosk by the parents/guardians; there is a complete set of distributed learning materials for all the subjects or learning areas; and the learning materials are distributed on time.

1.2 Actual Delivery of Lesson

- The learners Strongly Agreed that the content of the lessons are easy to understand with the aid of the modules; the instructions on the use of the modules can easily be followed with the remote guidance and coaching of teachers; and accomplishing the learning tasks in the modules encourages their parent's participation and engagement on some activities. It gained an average weighted arithmetic mean of 3.27. Some of the written responses from

the structured interview include: “ There is poor internet connection,” “ Every assessment po ay mahirap at kailangan po may magpapaliwanag po para maintindihan.” “ Some activities need materials to use, but I dont have the materials at home.” “ Lengthen the time to finish the activities in the module. Use of messenger is a good platform”.

1.3 Assessment and feedback giving

- In terms of assessment and feedback giving it obtained an average weighted arithmetic mean of 3.37 where the students Strongly Agreed that information about the assessment was communicated clearly; feedback was provided within the stated timeframe; and feedback showed how to improve their work.

Some Comments registered include: “ Malaking tulong po ang modular at online class dahil mas naitutuon ng ma batang tulad ko ag libreng oras sa pag-aaral, Napapasaya ko po ang magulang ko.”

2. The problems encountered/met by learners in the implementation of MDL.

What are the problems encountered by learners in the MDL in terms of:

2.1.Distribution of Learning Materials or Modules

2. The problems encountered/met by learners in the implementation of MDL.

Problems met in the MDL-On the other hand, teachers find it difficult to give feedback to students who were not participative during the schedule of online class. Some students merely had seen the announcement or updates in the group chat without giving any response. Others commented that “ they do not have gadgets to use in case, they will communicate with teachers.”

2.2 Actual Delivery of Lesson

- “ There is poor internet connection,” “ Every assessment po ay mahirap at kailangan po may magpapaliwanag po para maintindihan.” “ Some activities need materials to use, but I dont have the materials at home.” “ Lengthen the time to finish the activities in the module. Use of messenger is a good platform”.

2.3 Assessment and feedback giving

- Among the problems met in the MDL show that teachers find it difficult to give feedback to students who were not participative during the schedule of online class.

3. How could the developed action plan serve as an intervention in the implementation of MDL? Comprehensive action plan was formulated to address specific issues and concerns in the implementation of modular distance learning.

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.THE RESEARCH OUTPUT/INTERVENTION TOOL

The action plan tool was enhanced and contextualized to address the schools' evolving needs and context. Anchored on the mandates of the School Disaster Risk Reduction and Management (SDRRM) and the Basic Education -Learning Continuity and Safety Plan-ensuring responses remain timely, relevant, and effective in any situation. It serves as a responsive management framework that adapts to changing conditions while upholding DepEd standards and priorities. A comprehensive action plan tool was developed that is accessible in a Microsoft Excel application. It contains five sheets namely: action plan matrix, quality checklist, trigger-response, monitoring log and legal bases.

TITLE: STATUS AND CHALLENGES IN THE IMPLEMENTATION OF LCP-MODULAR DISTANCE LEARNING (MDL) OF LUTUCAN INTEGRATED NATIONAL HIGH SCHOOL: A PROPOSED COMPREHENSIVE ACTION PLAN TOOL

Lutucan Integrated National High School (LINHS) supports the Department of Education in its commitment to ensure education continuity amidst the challenges of CoViD-19 pandemic. LINHS Learning Continuity Plan (LCP) is aligned with the Basic Education Learning Continuity Plan of the Central Office, Region and Division of Quezon. Among the learning modalities, modular distance learning emerged as the preferred learning modality with 2,848 or 51.5%, based on the evaluation conducted before the opening of the school. To sum up, the school's distance learning process flow will move around the cycle like: Preparation, Distribution, Utilization and Remote Coaching/Mentoring, Retrieval/Submission and Distribution again and Assessment and Reporting (LINHS LCP-2020-2021).

Among others, production, distribution and retrieval of modules are the most critical parts of the process. While funding sources come from Maintenance and Other Operating Expense (MOOE), Local Government Unit (LGU), Secondary Educational Fund (SEF) and donations, the forthcoming quarters become more thought-provoking.

“Failing to plan is planning to fail”-according to Benjamin Franklin. Planning is necessary to improve the implementation of Modular Distance Learning modality and address the problems, difficulties or issues that may arise. After the preparation of school LCP, LINHS as an initial action, conducted a dry-run on the operationalization, reproduction and distribution of LMs, actual delivery of lesson, instructional supervision, retrieval of LMs, and assessment and feedback giving. The researchers crafted a comprehensive Action Plan which may serve the

school heads as their guide or reference in planning, formulating timeline, and determining resources to better deliver and implement quality basic education in the modular distance learning. Thus, Action Plan turns vision into realistic goals and steps, helps stay focused and motivated (Athuratiya, 2020)

Using a mixed method of research, the present research tried to see the level of agreement of learners in the implementation of school Learning Continuity Plan (LCP) using the Modular Distance Learning (MDL). It employed questionnaire patterned from the Division office LCP template, that contains Learners Level of Agreement in the areas namely: Distribution of Learning Materials or Modules, Actual Delivery of Lesson and Assessment and Feedback (which include Comments/Suggestions and Problems/Difficulties Encountered, to purposive sampling limited to seventy (70) learners where ten (10) from every grade level. The study was conducted in May to September 2020.

RESEARCH QUESTIONS

This action research seeks answers to the following questions;

1. What is the Learners Level of Agreement in the following areas:
 - 1.1. Distribution of Learning Materials or Modules
 - 1.2 Actual Delivery of Lesson
 - 1.3 Assessment and feedback giving
2. What are the problems encountered by learners in the MDL in terms of:
 - 2.1. Distribution of Learning Materials or Modules
 - 2.2 Actual Delivery of Lesson
 - 2.3 Assessment and feedback giving
3. How could the developed action plan serve as an intervention in the implementation of MDL?

BRIEF REVIEW OF RELATED LITERATURE AND STUDIES

The Department of Education prepares self-learning modules for education's new normal. Self-Learning Modules (SLMs) are delivered in printed format to schools that are located in coastal areas, far-flung provinces, and communities without access to the internet or electricity. The following terms are discussed:

BE-LCP-Basic Education - Learning Continuity Plan – the major response and DepEd commitment in ensuring the health, safety and well-being of our learners, teachers and personnel in the time of COVID-19 while finding ways for education amidst the crisis (deped.gov.ph)

CHALLENGES-due to pandemic, there are many challenging situations in the implementation of LCP. According to Policy Brief: Education during COVID-19 and beyond, UN 2020, Ensure the safety of all, plan for inclusive re-opening, listen to the voices of all concerned and coordinate with the key actors including the health community. As to building resilient education system for equitable and sustainable development, UN recommended strong leadership and coordination and enhance consultation and communication mechanism.

Comprehensive Action Plan- pertains to the detailed and step by step activities that a school head follow in order to cope with a certain task/issues. Action Plan is a checklist for the steps or tasks you need to complete in order to achieve the goals you have set.

It involves four processes in development planning namely : construction, implementation , evaluation and audit (CIEA) (Hargreaves and Hopkins, 1991)

LEARNING CONTINUITY PLAN (LCP involves the following: Distribution of Learning Materials or Modules, Actual Delivery of Lesson and Assessment and feedback-giving. Distribution of leaning materials. The Department of Education prepares self-learning modules for education's new normal. Self-Learning Modules (SLMs) are delivered in printed format to schools that are located in coastal areas, far-flung provinces, and communities without access to the internet or electricity.

MDL-Modular distance learning modality –learning through printed and digital modules, using modules, where learners at home would study though self-learning modules. Alternative Learning Modules (ADM) or Self-Learning Modules (SLMs) have been used by DepEd for its ADMs during disasters or in situation where learners have difficulty for daily school attendance. Covid-19 has compelled its use on large scale.

STATUS -pertains to the LINHS-LCP condition, progress against milestones, key issues encountered and future action step with respect to the current pandemic situation.

Research Paradigm

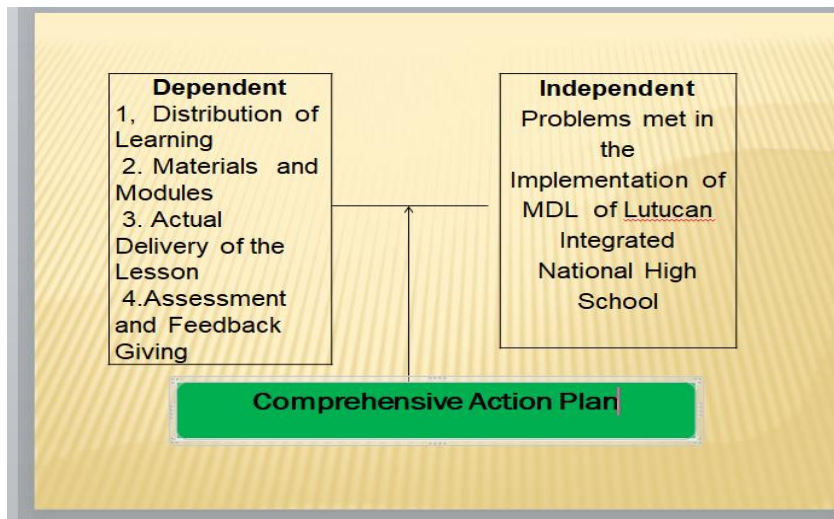


Figure 1 : The input shows the modified dependent and independent variables model in identifying the level of implementation of MDL of LINHS and problems met by the learners in the MDL. This means that whatever problems arise in the implementation of MDL depend on the manner how the distribution of Learning modules, actual delivery of the lesson, assessment and feedback giving.

Finally, the creation of Action Plan would strengthen the management and operations of LCP. Action plan contains Timeline, Activity, Strategy, Person Responsible, Resources Needed and Expected Output.

SCOPE AND LIMITATIONS RESEARCH LIMITATIONS / IMPLICATIONS:

The study is limited to the status, challenges and implementation of BE-LCP of Lutucan Integrated National High School and the crafting of action research tool to be cope with the challenges facing the school system in the current situation under the new normal.

Facing the challenges in the current situations, school leaders, stakeholders including the parents could help strengthen partnership and engagement in the success and implementation of Modular Distance Learning. Crafted action plan tool might eventually guide the process of its implementation and could be benchmarked by other schools.

METHODOLOGY

The researcher used mixed method, a combination of qualitative and quantitative. Questions were formulated based from the LCP template. Part I of the questionnaire contains three (3) areas namely: Distribution Materials or Modules, Actual Delivery of Lesson and Assessment and Feedback Giving. Part II contains structured interview that contains learners' comments/suggestions/problems met and difficulties encountered towards the modular distance learning. The learners answered the questionnaires at their home. The instruments were included in the learners' packet/module and were instructed to complete the items. After one (1) week pre-implementation of MDL, the questionnaires were collected, grouped according to grade level. Encoded responses tallied and interpreted. As for ethical standards, guided by their advisers, the learners' parents were informed about the research and that that the learners were purposively selected by section. The names and responses of learners were kept confidential.

Research Design

Using a mixed method of research, the present research tried to see the level of agreement of learners in the implementation of school Learning Continuity Plan (LCP) using the Modular Distance Learning (MDL).

Research Locale. It employed questionnaire patterned from the Division office LCP template, that contains Learners Level of Agreement in the areas namely: Distribution of Learning Materials or Modules, Actual Delivery of Lesson and Assessment and Feedback (which include Comments/Suggestions and Problems/Difficulties Encountered, to purposive sampling limited to seventy (70) learners where ten (10) from every grade level

Figure No. 1 Districution of Respondents per Grade Level

<i>Grade Level</i>	<i>No. of Class</i>	<i>No. of Learners</i>
7	1	10
8	1	10

9	1	10
10	1	10
11	1	15
12	1	15
Total	6	70

Figure 1 shows the distribution of respondents per grade level during the conduct of survey on the status and challenges on Modular Distance Learning Modality (MDL) of LINHS.

Research Population and Sample

Purposive sampling limited to seventy (70) learners where ten (10) from every grade level for Junior High School, while 15 participants for Senior High School, respectively, of Lutuan Integrated National High School, Sariaya Quezon.

Research Instrumentation. It employed questionnaire with patterned from the Division office LCP template that contains nine (9) items per area in the following areas namely: Distribution of Learning Materials or Modules three (3) items, Actual Delivery of Lesson three (3) items and Assessment and Feedback three (3). Part II included Comments/Suggestions and Problems/Difficulties Encountered, where respondents write their answers.

Data Gathering Procedures The learners answered the questionnaires at their home. The instruments were included in the learners' packet/module and were instructed to complete the items. After one (1) week pre-implementation of MDL, the questionnaires were collected, grouped according to grade level. Encoded responses tallied and interpreted. As for ethical standards, guided by their advisers, the learners' parents were informed about the research and that the learners were purposively selected by section. The names and responses of learners were kept confidential

Statistical Treatment of Data The statistical treatment used in data analysis is the weighted mean (WM) to calculate the average value of particular set of numbers with different levels of weight, with the following formula:

$$\text{Weighted Mean} = \frac{4f + 3f + 2f + f}{n}$$

n

WM = weighted mean

 f = frequency n = number of responses

RESULTS AND DISCUSSIONS

The following part explains the result and interpretation of responses on the following areas:

The level of learners agreement in the area of :

ON DISTRIBUTION OF LEARNING MATERIALS- The learners Strongly Agreed with an average weighted arithmetic mean of 3.72 that the learning materials were in the learner's package and distributed either through home visitation by class advisers, picking up in barangay hall/community kiosks; or picking up learners' packages at designated school kiosk by the parents/guardians; there is a complete set of distributed learning materials for all the subjects or learning areas; and the learning materials are distributed on time.

A Grade 8 respondent remarks "Suggest ko lang po, dapat may provided na libro na guide" . Grade 10 says " pictures needed to be clearly printed. However another learner exclaims " New normal class is good because despite of pandemic, we were able to continue to learn". In this case, the support of the Local Government Unit (LGU) thru the barangay officials, help in the distribution and retrieval of modules. Moreso, according to Manasan, et al,(2020), LGU mobilizes funding support to public basic education.

ON ACTUAL DELIVERY OF LESSON- The learners Strongly Agreed that the content of the lessons are easy to understand with the aid of the modules; the instructions on the use of the modules can easily be followed with the remote guidance and coaching of teachers; and accomplishing the learning tasks in the modules encourages their parent's participation and engagement on some activities. It gained an average weighted arithmetic mean of 3.27. Some of the written responses from the structured interview include: " There is poor internet connection," " Every assessment po ay mahirap at kailangan po may magpapaliwanag po para

maintindihan.” “ Some activities need materials to use, but I dont have the materials at home.”

“ Lengthen the time to finish the activities in the module. Use of messenger is a good platform”.

ON ASSESSMENT AND FEEDBACK GIVING- In terms of assessment and feedback giving it obtained an average weighted arithmetic mean of 3.37 where the students Strongly Agreed that information about the assessment was communicated clearly; feedback was provided within the stated timeframe; and feedback showed how to improve their work.

Some Comments registered include: “ Malaking tulong po ang modular at online class dahil mas naitutuon ng ma batang tulad ko ag libreng oras sa pag-aaral, Napapasaya ko po ang magulang ko.”

2. THE PROBLEMS ENCOUNTERED/MET BY LEARNERS IN THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING MODALITY

Problems met in the MDL-On the other hand, teachers find it difficult to give feedback to students who were not participative during the schedule of online class. Some students merely had seen the announcement or updates in the group chat without giving any response. Others commented that “ they do not have gadgets to use in case, they will communicate with teachers.”

3. ACTION PLAN SERVED AS MANAGEMENT TOOL IN THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING.-development of comprehensive action plan tool

CONCLUSION

This action research helped to improve the educational practices and resolve problems was anchored to improving access to education, improving the quality of education, and improving governance.

The distributions of learning materials were done though the support of parents and the help of the barangay officials. Advisers were found to be organized in the arrangement of modules per learning area, individual portfolio/learning package placed at the designated accessible area of the classroom/school. The school followed the health protocol in all the activities related to the MDL implementation like in the actual delivery of lesson by preparing Learning Exemplar, Weekly Home Learning Plan (WHLP).

The contents of the modules were checked for quality printing. Instructions and directions in the modules were simplified for easy understanding of learners. Communications with parents and learners were strengthened in the MDL through telephone call, cellphone messaging and other online engines. Remote learners received the modules through barangay officials.

On assessment and feedback giving- In terms of assessment and feedback information about the assessment was communicated clearly; feedback was provided within the stated time-frame; and feedback showed how to improve their work. Among the problems met in the MDL show that teachers find it difficult to give feedback to students who were not participative during the schedule of online class. Comprehensive action plan was formulated to address specific issues and concerns in the implementation of modular distance learning.

RECOMMENDATIONS

Based on the findings of the action research, recommendations for the concerned people are as follow:

- School Heads- Establish committee for the development, acquisition and deployment of Learning Resources
- Provide teachers' trainings and up-skilling could help enhance learners' performance through LAC sessions and INSET.
- For parents and community- provide capacity building, trainings, orientations and intervention programs as partners in the MDL.

Strengthen stakeholders' participation and engagement particularly the LGUs and business industries in the implementation of Modular distance learning modality and modalities/platforms of teaching.