International Journal of Advanced Multidisciplinary Research and Studies

Lived Experiences of Elementary School Teachers of Catanauan II District in the Implementation of Modular Distance Learning (MDL) in the New Normal

[1] Allan A Talain, [2] Rebie A Marciano, [3] Joana E Rodas

[1, 3] Teacher III, Department of Education, Catanauan II District, Schools Division of Quezon Province, Pagbilao Quezon, Philippines
[2] Public Schools District Supervisor, Mulanay I District, Schools Division of Quezon Province, Pagbilao Quezon, Philippines

Corresponding Author: **Allan A Talain**

Abstract
This study investigated the lived experiences of public elementary school teachers in the implementation of Modular Distance Learning in the new normal. The study employed qualitative research, particularly phenomenology. It was conducted in Catanauan II District involving six participants who were purposively chosen. Using thematic analysis, the data obtained through validated self-devised semi-structured interview guide were transcribed, analyzed, and interpreted. In congruence, cool and warm analyses were also employed in the treatment of data. The findings revealed that the success of the implementation of Modular Distance Learning is associated to the actions taken by public elementary school teachers, which are based on how they distribute and retrieve self-learning modules, assess learners' progress, employ feedback mechanisms, and utilize intervention strategies. In conjunction, these actions include assignment of parent leaders, designation of drop off points, utilization of feedback mechanism strategies, and intervention programs. Meanwhile, findings concurred that the issues and challenges are inevitable; for, teachers encountered some common problems regarding the actions they have taken. Conversely, maintaining a positive well-being, practicing being resilient, improving time management skills, and intensifying collaboration were the effective coping mechanisms that helped teachers adjust with the challenges they encountered. Based on the results of the study, an enhanced action plan was developed as a framework among public elementary school teachers in improving the implementation of Modular Distance Learning in the new normal. Similarly, this plan focuses on the actions to be taken regarding distribution and retrieval of self-learning modules, assessment of learning, feedback mechanisms, and intervention strategies.

Keywords: Lived Experiences, Public Elementary School Teachers, Modular Distance Learning (MDL), New Normal

1. Introduction
One of the emerging global emergencies in public health is the Coronavirus disease 2019 (Covid-19) pandemic caused by Novel Coronavirus SARS-COV-2, which infects humans, typically leading to an Upper Respiratory Infection (URI) (Guo *et al*., 2020) [10]. When the imported and localized transmission of the pandemic was recorded, the Philippine government considered it as a risk to national security (Nicomedes *et al*., 2020) [14]. Hence, when the World Health Organization (WHO) declared that Covid-19 is already a pandemic, the Philippines was placed in a state of calamity under the Presidential Proclamation No. 929 s. 2020.

The fight against the threats of Covid-19 pandemic suffered profound effects and impacts on almost all sectors of the society. In the same line, education sector is one of the most affected fields; for, schools have become the most vulnerable to safety and security. Health concerns of school personnel, learners, parents, and other stakeholders are at stake; thus, temporary closure of schools was enforced to contain the spread of the virus and reduce infections (UNESCO, 2020) [8]. Community lockdown and quarantine led work from home among teachers and study from home among learners (Crawford *et al*., 2020) [4]. Also, the opening of classes was delayed, giving more time to prepare and manage alternative learning modalities.

In regard, to protect the health, safety, and well-being of the learners, teachers, and other personnel, and prevent further transmission of COVID-19, DepEd implemented distance learning as an alternative learning delivery modality. In distance education, learning takes place between the teacher and the learners who are geographically remote from each other during

instruction. This modality has three types which include: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

Meanwhile, the data from Learner Enrolment and Survey Form (LESF), a tool which is an expanded version of the regular enrolment form, which captures not only the basic profile of the learners but also relevant survey questions for parents designed to profile the household in terms of their readiness for distance education showed that majority of the parents preferred modular distance learning (Ciriaco, 2020) [3]. Definitely, this is in consideration of the learners in rural areas where internet is not accessible for online learning.

Certainly, MDL is a form of distance education that uses Self-Learning Modules (SLMs) based on the Most Essential Learning Competencies (MELCs), which have been decongested to focus only on the essential competencies aligned to the achievement of 21st century skills such as critical thinking, collaboration, communication, and creativity (Paglumotan & Sapera, 2020) [15]. SLMs can be used in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials (LMs), textbooks, activity sheets, study guides, and other study materials. Learners access electronic copies of learning materials on a computer, tablet, or smartphone (Llego, 2020) [12]. Nardo (2017) [13] states that the use of modules encourages independent study; for learners engage themselves in learning the concepts presented. They develop a sense of responsibility in accomplishing the tasks provided in the modules.

In congruence, the District of Catanauan II has chosen the above mentioned learning delivery modality specifically the printed one. Under DepEd's printed modular learning system, learners were provided with SLMs. Also, Weekly Home Learning Plans (WHLPs) were distributed that indicate the schedule of lessons and learning tasks the learners need to accomplish every week.

The teacher takes the responsibility of monitoring the progress of the learners who may ask assistance through e-mail, telephone, text message, etc. If possible, the teacher shall do home visits to learners needing remediation or assistance.

However, teachers who are new to MDL may experience certain issues and challenges particularly in the distribution and retrieval of SLMs, assessment of learning, feedback mechanisms, and intervention strategies. For this reason, this study was conducted, which aimed to contribute to the body of literature by investigating the lived experiences of elementary school teachers in the implementation of MDL. The findings of this undertaking offered relevant information that were used as reference in crafting an enhanced action plan as a framework in improving the implementation of MDL, which focuses on the actions to be taken regarding distribution and retrieval of SLMs, assessment of learning, feedback mechanisms, and intervention strategies.

1.1 Research Questions
The study generally aimed to explore the lived experiences of elementary school teachers of Catanauan II District in the implementation of MDL in the new normal.

Specifically, it sought to answer the following questions:
1. What are the actions taken by elementary school teachers in the implementation of MDL in terms of:
a.   Distribution and retrieval;
b.   Assessment of learning;
c.   Feedback mechanisms; and
d.   Intervention strategies?
2. What are the issues and challenges encountered by elementary school teachers in the implementation of MDL in terms of:
a.   Distribution and retrieval;
b.   Assessment of learning;
c.   Feedback mechanisms; and
d.   Intervention strategies?
3. What are the coping mechanisms to address the issues and challenges in the implementation of MDL?
4. What enhanced action plan can be crafted based on the results of the study?

2. Materials and Methods
The study utilized qualitative research, specifically phenomenology centering on the lived experiences of public elementary school teachers of Catanauan II District in the implementation of MDL in the new normal. It was conducted in Catanauan II District, Catanauan Quezon that involved six participants who were chosen through purposive sampling because they are known and identified. In order to fit the selection criteria, the participants must be elementary grade teachers, must utilize MDL as a learning delivery modality, and must be willing to cooperate and participate in this study.

The researchers used a validated self-devise semi-structured interview guide as the research instrument of this study, consisting of three parts. In order to establish the validity of the instrument of data collection, the research instrument was validated by four master teachers with a degree in Master of Arts in Education (MAEd). The observations and suggestions of these experts were incorporated in the final production of the instrument. Using thematic analysis, the data obtained from the semi-structured interview guide were transcribed, analyzed, and interpreted to provide answers to the questions posed in this undertaking. Meanwhile, cool and warm analyses were employed in the treatment of data. The cool analysis consisted of the participants' statements, phrases, and sentences relevant to the experienced phenomenon. These were the basis in the conduct of warm analysis in which the data were clustered and categorized from which emerging terms were derived.

3. Results and Discussion
Part 1: Actions Taken in the Implementation of Modular Distance Learning (MDL) in the New Normal

Table 1.1: Actions Taken in the Implementation of Modular Distance Learning (MDL) in the New Normal in Terms of Distribution and Retrieval

Questions	Responses	Codes	Categories	Themes
What strategies do you utilize in the distribution and retrieval of Self-Learning Modules (SLMs)?	Participant 1. *"We are allowing the parent leaders to submit the answer sheets and get another modules of the learners in the respective drop off points every Monday".*	Submission of SLMs through parent leaders	Assignment of parent leaders in the distribution and retrieval	Strategies in the distribution and retrieval of SLMs
	Participant 4. *"We went to six sitios of Brgy. Tagabas Ibaba. Then, we have assigned parent leaders there who will manage the distribution and retrieval of SLMs".*	Task management		
	Participant 5. *"I ensured that the Brgy. officials play a part in the distribution and retrieval of SLMs".*	Task assignment	Collaboration of school and barangay	
	Participant 6. *"We designated drop boxes in the barangay and in the campus, where parents can get the complete set of modules".*	Drop boxes	Designation of drop off points	

Presented in Table 1.1 is the summary of the actions taken by elementary school teachers in the implementation of MDL in the new normal. The results revealed that designating parent leaders in the distribution and retrieval of SLMs was an effective strategy. As what participants 1 and 4 stated:

"The strategy that we have utilized in the distribution and retrieval of SLMs was efficient; for, we assigned parent leaders to get the modules of the learners from different sitios in the barangay. They were the ones responsible for returning and getting another modules. Such strategy is indeed convenient to both the learners and the parents".

"Before the implementation of MDL started, we have planned our actions. One competent strategy that we have utilized was the designation of the parent leaders. Each sitio was represented by one parent leader".

The findings agree to the Regional Memorandum No. 91 (2020) [16], which states that the school must assign parent leaders who will assist the distribution and retrieval of SLMs.

Furthermore, it was stated that the collaboration of school and barangay was strengthen; for, the barangay officials were requested to participate in the distribution and retrieval of SLMs. Informant 5 supported this by saying:

"I ensured that the Brgy. officials play a part in the distribution and retrieval of SLMs; hence, I tasked them to participate. In these times of uncertainties and collective trauma, we must build a strong support system".

In connection to this, Regional Memorandum No. 91 (2020) [16] points out that the school and the barangay should work together in engaging volunteers that secures the modules and learning materials and outputs in the drop boxes placed in the different drop off points in the communities.

As well, the designation of the drop off points in the barangay and in the campus was one of the strategies used in the implementation of MDL. Informant 6 supported this by saying:

"We designated drop boxes in the barangay and in the campus, where parents can get the complete set of modules. This strategy takes into consideration the health and safety protocols".

This is in congruence to the Regional Memorandum No. 91 (2020) [16], which explains that the delivery of the SLMs should be from the school to the drop off points in the barangays. There should be drop boxes per grade level where the packs of complete set of modules per learner are placed for the parents or parent leaders to withdraw.

Table 1.2: Actions Taken in the Implementation of Modular Distance Learning (MDL) in the New Normal in Terms of Assessment of Learning

Questions	Responses	Codes	Categories	Themes
How do you assess learners' performance in Modular Distance Learning?	Participant 1. *"When it comes to assessing learners' performance, I utilize authentic assessments. I incorporate the rubrics, which will help to grade learners objectively".*	rubrics	Utilization of authentic assessment and other assessment tools	Strategies in assessing learners' progress
	Participant 5. *"In order to ensure to evaluate and monitor my learners' progress, I utilize written works such as quizzes ang long/unit test".*	Quizzes and long/unit test		
	Participant 6. *"I utilize summative test to check my learners' progress in a particular learning area".*	summative test		

The summary of the actions taken by elementary school teachers in the implementation of MDL in terms of assessment of learning is shown in Table 1.2. As can be seen, authentic assessments were used in the form of performance tasks such as skill demonstration, essay, and oral work. In regard, rubrics was employed to cater objectivity in assessing learners' performance. As what participant 1 affirmed:

"I assess my learners following the DepEd Order. No. 31 s. 2020, which was the implemented guidelines for assessment and grading in light of the Basic Education Learning Continuity Plan (BLCP). In lieu, I ensure to utilize authentic assessment".

The findings can be supported by Deped Order No. 031 (2020) [5], which explicates that teachers need to be creative

and flexible in assessing learning, while still adhering to the principles of quality assessment practice.

Additionally, the results revealed that written works such as quizzes and long/unit test, and summative test were also utilized in assessing learners' academic progress. Participants 5 and 6 said that:

"Written works are important components of assessing learners' learning performance. I use this assessment technique to determine whether my learners acquired mastery of a topic they are intended to learn or not.

"I utilize summative test to monitor the progress of my learners in aparticular unit".

The study of Estrada (2020) [6] supports the findings mentioned above, this year's grading components for Grades 1-10 only consist of written works and performance tasks given 40/60, 50/50, or 30/70 percentage weight distribution depending on the subject.

Table 1.3: Actions Taken in the Implementation of Modular Distance Learning (MDL) in the New Normal in Terms of Feedback Mechanisms

Questions	Responses	Codes	Categories	Themes
Do you consider feedback mechanisms as beneficial in improving learning outcomes? If yes, what strategies do you use in giving feedback to your learners?	Participant 1. *"Yes, I consider feedback mechanisms as beneficial; for, it focuses on the goals of the delivery of instruction in the new normal".*	Goals of the delivery of instruction	Feedback mechanism through home visitation	Strategies in employing feedback mechanisms
	Participant 2. *"Yes, I use constructive criticisms in order for my learners to be intrinsically motivated".*	Constructive criticisms	Feedback mechanism strategies	
	Participant 4. *"I give my learners praises as words of encouragement".*	Words of encouragement		
	Participant 6. *"Yes, in giving feedback to my learners. I usually assess their outputs first".*	Assessing learners' output		
	Participant 5. *"Yes, in my case, I use personal card".*	Personal card		

Table 1.3 shows the summary of the actions taken by elementary school teachers in the implementation of MDL in terms of feedback mechanisms. Findings revealed the importance of giving feedback to the learners.

The participants supported these statements by opining that:

"Feedback mechansisms are indeed beneficial; for, it redirects the goals of teaching and learning in the context of the new normal. Further, it enhances learners' awareness of the aspects of learning that they need to focus on".

"I give words of encouragement to those learners who are having a hard time answering the SLMs. Such encouragement enables them to focus on the aspect that they need to prioritize. I give feedback through text message and video/audio call".

"After assessing which areas they are struggling at, I give whatever assistance they need to help eradicate the rootcauses of such difficulties. Thereby, the can be catered with quality learning experience".

In connection to the above mentioned statements, the study of Sackstein (2017) [17] concurred that feedback can serve a number of purposes and take a number of forms as follow: (a) informal feedback, which requires the building of rapport with learners to effectively encourage in decision-making, (b) formal feedback, which is planned and systematically scheduled into the process, (c) formative feedback that helps learners to improve and prevent them from making the same mistakes again, and (d) summative feedback that consists of detailed comments that are related to specific aspects of learner's work.

Table 1.4: Actions Taken in the Implementation of Modular Distance Learning (MDL) in the New Normal in Terms of Intervention Strategies

Questions	Responses	Codes	Categories	Themes
What intervention strategies have you employed in the implementation of Modular Distance Learning (MDL)?	Participant 1. *"In our school, we work together to employ our intervention program, which is Mobile Learning Program".*	Mobile learning program	School Intervention programs	Strategies in utilizing intervention strategies
	Participant 2. *"I give additional activity sheets that help learners in understanding the lesson".*	Activity sheets		
	Participant 3. *"As our intervention, the school made a so-called letter of concerns from which the parents writes there the lessons that their children do not understand".*	Letter of concerns		
	Participant 4. *"I crafted Halinang Bumasa Program".*	Reading intervention program		

Discloses in Table 1.4 is the summary of actions taken by elementary school teachers in the implementation of MDL in terms of intervention strategies. As shown, several interventions were used, which are programs or set of steps to help learners improve at areas they struggle at. As what participants 1 and 3 stated:

"We use Mobile Learning Program as we conduct home visitation among our learners. The aim of this intervention program is to monitor the learning status of struggling learners. In regard, we are continuously validating the materials that we are using to cater efficient and effective instructional support to our learners".

"In our school, we utilize an intervention program, which is letter of concerns. It serves as a tool for us to determine the issues and challenges being encountered by parents and their children in the implementation of MDL".

"We employ Halinang Bumasa Program, which aims to addresses the difficulties in the difficulties in oral fluency, vocabulary, and comprehension skills".

The findings can be supported by the study of Blog (2020) [1]. According to him, by using the right tools and resources, teachers can quickly identify when intervention is needed. It allows them to address the gaps in knowledge and work to help every learner build a strong foundation for them to continue with in their educational journey even in these trying times.

Part 2: Issues and Challenges Encountered in the Implementation of Modular Distance Learning (MDL) in the New Normal

Table 2.1: Issues and Challenges Encountered in the Implementation of Modular Distance Learning (MDL) in the New Normal in Terms of Distribution and Retrieval

Questions	Responses	Codes	Categories	Themes
What common difficulties have you encountered in the distribution and retrieval of Self-Learning Modules (SLMs)?	Participant 1. *"Sometimes, learners submit their SLMs, and LASs late".*	Late submission	Submission of SLMs	Barriers in distributing and retrieving SLMs
	Participant 6. *"The issues and challenges I have encountered in the implementation of MDL was the delay of submission of LASs".*	Delay as scheduled		
	Participant 3. *"Some activity sheets have incomplete answers".*	Incomplete answers	Insufficient response	
	Participant 5. *"There are learners who do not write their names on the answer sheets".*	Traceability of learners' answered SLMs	Identification of SLMs	

Table 2.1 presents the summary of the issues and challenges encountered by elementary school teachers in the implementation of MDL in terms of distribution and retrieval. Based on the informants' responses, the difficulties in the implementation of MDL is inevitable. As manifestation, despite the fact that the schedules of the distribution and retrieval of SLMs were made available and clear to the parents, majority of them do not follow their assigned schedules. As what participants 1 and 6 affirmed:

"Based on my observations, some parents cannot submit the answer sheets on time. For this reason, they cannot get the new set of SLMs and LASs as scheduled. It actually serves as a challenge; for, it takes time for me to give feedback, which is needed to help learners improve their learning experience".

"The delay of the submission and retrieval of LASs is the major challenge that I have encountered in the implementation of MDL. This adversely affects other aspects of instruction, which can result to poor academic performance".

The findings can be supported by Castroverde and Acala (2021) [2], as they ascertained that teachers' challenges in the distribution and retrieval of modules are connected to the late claiming of modules a nd difficulty in contacting both learners and parents.

In conjunction, some of the common difficulties in the implementation of MDL also include the following: learners submit LASs with incomplete answers, learners submit LAS without names, poor internet connectivity, and misplaced SLMs. The informants supported such statement by saying that:

"Some of the learners' activity sheets have incomplete answers. In my part, it is
challenging on the basis of two factors; (a) it affects on giving appropriate feedback, and (b) it alters the quality of learning experience".

"As what I have experienced, there are learners who so not write their names on the answer sheets. This posed a challenge; for, I have no idea whom I can give the score. Further, this would affect learners' academic standing".

The above mentioned statements are supported by Castroverde and Acala (2021) [2]. According to them, teachers' challenges in distributing and retrieving the SLMs are associated with learners' responsibility in complying with all the requirements specified in their activities.

Table 2.2: Issues and Challenges Encountered in the Implementation of Modular Distance Learning (MDL) in the New Normal in Terms of Assessment of Learning

Questions	Responses	Codes	Categories	Themes
What issues and challenges have you encountered in monitoring and evaluating your learners' performance?	Participant 1. *"The challenge that I have encountered was in evaluating learners through formative assessment".*	Formative assessment	Difficulties in facilitating assessments	Barriers in assessing learners' progress
	Participant 5. *"There are learners who do not answer the summative tests. They submit the answer sheets in the drop off points without answer".*	Summative assessment		
	Participant 2. *"Since we do not have enough training on how to assess learners' progress in the new normal, it is hard for us to think of the effective assessment tools".*	Lack of training	Insufficient training	

Table 2.2 reveals the summary of the issues and challenges encountered by elementary school teachers in the implementation of MDL in terms of assessment of learning. As the results suggest, there was difficulty in monitoring and evaluating learners' progress using formative and summative assessment. This is supported by participants 1 and 5 by explicating that:

"In MDL, I find it challenging to assess learners' progress. I actually have no idea whether my learners are the ones who do the outputs".

"There are learners who do not care whether they answer the summative tests or not. They just bring the answer sheets back as scheduled".

This is in conjunction to the study of Guisinger (2020) [9] that in the K to 12 curriculum, the vast age-range of learners and subject areas create a complex web of needs. The cycle of teaching and learning is interactive and benefits from in-the-moment formative and summative assessments that are difficult to achieve in distance learning.

Table 2.3: Issues and Challenges Encountered in the Implementation of Modular Distance Learning (MDL) in the New Normal in Terms of Feedback Mechanisms

Questions	Responses	Codes	Categories	Themes
What difficulties have you encountered in the implementation of your feedback mechanism strategies?	*Participant 4. " There are parents who just ignore teachers' suggestions in order to improve the dlivery of instruction at home".*	Unresponsive parents	Difficulties in feed backing	Barriers in utilizing feedback mechanism strategies
	Participant 3. "Some parents do not have cellphone or Fb account that is why it is hard to implement the feedback mechanism strategies".	Lack of communication tools	Communication channel	

The summary of the issues and challenges encountered by elementary school teachers in the implementation of MDL in terms of feedback mechanisms is shown in Table 2.3. Findings revealed that majority of the difficulties encountered are centered on unresponsive parents. Additionally, based on the informants' responses, lack of communication tools such as cellphones and Fb accounts are also the issues that hinder the implementation of the feedback mechanism strategies. The statements are supported by opening that:

"Parents play a crucial role in the implementation of MDL; hence, they must be responsive and participative. However, as I have encountered, there are parents who ignore my suggestions on how teaching and learning instruction can be improved at home".
"Some parents are not positively responding on the feedback that we give to their children. As a result, learning progress is adversely affected".
"There are parents who do not have communication tools. That is why, one of the challenges I encountered is on contacting them".

The above mentioned statements agree to the study of Estrada (2021) [7], who mentioned that MDL is hanging by a thread; for it heavily relies on the More Knowledgeable Others' (MKOs) capacities, also known as the adult figures in the learners' homes.

Table 2.4: Issues and Challenges Encountered in the Implementation of Modular Distance Learning (MDL) in the New Normal in Terms of Intervention Strategies

Questions	Responses	Codes	Categories	Themes
What common problems have you encountered in the implementation of your intervention strategies?	Participant 1. *"Since our intervention program is about mobile learning, which is done through home-to-home visit, the problems we encounter are associated to weather conditions".*	Difficulty in weather	Weather condition	Barriers in employing intervention strategies
	Participant 3. *"One of the common problems that I have encountered is time constraint".*	Tons of assigned work	Time constraint	
	Participant 4. *"The problems that I have encountered in implementing my intervention program is lack of communication channels".*	Lack of communication tools	Communication channel	

Table 2.4 discloses the summary of the issues and challenges encountered by elementary school teachers in the implementation of MDL in terms of intervention strategies. In connection, based on the informants responses the following are the common difficulties encountered in implementing the intervention strategies: weather condition, lack of communication channel, and jam-packed schedules. These challenges affected the implementation of the crafted intervention programs of the informants. These statements are concurred by saying that:

"Two of the problems that we encountered in utilizing our intervention strategy are weather and learners' attendance. We find it challenging to conduct home

visitation if the weather consition is not suited for outdoor activities".

"One of the challenges that I encountered in the implementation of intervention strategies was time constraint. There were actually tons of paper works that I also need to attend to".

"Communication channels play a crucial role in the implementation of the intervention program. However, in our school, majority of the parents do not have cellphone".

Part 3: Coping Mechanism Strategies to Address the Difficulties in the Implementation of Modular Distance Learning (MDL) in the New Normal

Table 3: Coping Mechanisms Strategies Employed by Public Elementary School Teacers in the Implementation of Modular Distance Learning (MDL) in the New Normal

Questions	Responses	Codes	Categories	Themes
What coping mechanisms you have utilized in addressing the issues and challenges in the implementation of Modular Distance Learning (MDL)?	Informant 3. *"For me, the most effective coping mechanism in these times of uncertainties and collective trauma is to remain optimistic".*	Maintain positivity	Maintaining positive well-being	Effective coping mechanisms
	Informant 4. *"For me, knowing how to be resilient in these times of collective trauma is a potent coping mechanism".*	Practice of being resilient	Practicing being resilient	
	Informant 6. *"Kowing how to manage time wisely, for me, is an effective coping mechanism".*	Improve time management skills	Improving time management	

The summary of the coping mechanisms employed by elementary school teachers in the implementation of MDL is shown in Table 3. The results revealed that positive well-being is an effective coping mechanism; for, when teachers create a positive environment among themselves, it could foster improved academic performance. This is supported by participant 3 by stating that:

"Being optimistic can be equated to the success of the attainment of the goals and objectives. In our case, we were able to facilitate learning despite the challenges of the new normal because we remained positive that things will get well".

This statement agree to the study of Spilt *et al*. (2011) [19], who noted that teachers' positive well-being contributes to work satisfaction and productivity, and most importantly, demonstrates a positive influence on the levels of learner well-being and academic achievement.

In the same light, it was also revealed that resiliency plays an integral part in ensuring the efficiency of the delivery of instruction in the new normal: for, it is the ability to bounce back from adversity. Informant 4 pointed out by opening that:

"Filipinos are resilient; for, we can stand through the tests of times. Indeed, resiliency is important; for, in order to cater invaluable learning experiences among our learners in the new normal, we must be resilient".

The findings are in line to the study undertaken by Herrmann *et al*. (2011) [11] that resilience is the ability to positively adapt, maintain, and regain mental health in adverse situations. It is the key factor for teachers to provide outstanding and quality education among learners.

Further, the importance of utilizing time management skills was also emphasized considering the fact that it is a process

of managing the time according to the need and requirement of work and activities for an effective organizational progress and success. This is supported by explaining that:

"The use of time management skills is equated to the accomplishment of the tasks. Time management must be incorporated in the actions that must be taken in the distribution and retrieval, assessment of learning, feedback mechanisms, and intervention strategies".

The study of Sahito *et al*. (2020) supports the above mentioned statements as it was ascertained that time management includes the construction and implementation of time table, distribution of subjects, total number of periods taken by teachers, lesson planning, regularity and punctuality of teachers in school and class, and advance planning of class activities.

4. Conclusions
In light of the findings, the following conclusions were drawn.
1. Actions were taken by public elementary school teachers to successfully implement MDL, which are based on how to distribute and retrieve SLMs, assess learners' progress, employ feedback mechanisms, and utilize intervention strategies. In conjunction, the following were the actions employed assignment of parent leaders, intensification of collaboration of the school and barangay, designation of drop off point, utilization of authentic assessment and other forms of assessment tools, usage of feedback mechanisms through letter and media, usage of feedback mechanisms through home visitation, and implementation of school intervention program.
2. Public Elementary school teachers encountered different issues and challenges in the implementation of MDL in the new normal. These challenges were

identified based on how they distribute and retrieve SLMs, assess learners' progress, employ feedback mechanisms, and utilize intervention strategies. In congruence, the following were the common difficulties encountered: late submission of SLMs, LASs with no names, misplaced SLMs, lack of knowledge due to insufficient training, unresponsive parents, and lack of communication channels.

3. Coping mechanism strategies were employed by elementary school teachers in order to address the common difficulties encountered in the implementation of MDL. In regard, maintaining a positive well-being, practicing being resilient, and improving time management skills were deemed effective coping mechanisms.

4. The enhanced action plan for the improvement of the implementation of MDL is ready for validation.

5. Recommendations
1. Public elementary school teachers should continuously improve the actions they need to take in the distribution and retrieval of SLMs, assessment of learners' progress, employment of feedback mechanisms, and utilization of intervention strategies. There should be a variety of communication channels, more timely and relevant plans, and adequate strategies to meet the demand of teaching and learning process in the new normal.

2. Public elementary school teachers must employ varied coping mechanism strategies in order to address the difficulties they may encounter in the implemententation of Modular Distance Learning (MDL) in the new normal.

3. School administrators should continuously monitor teachers' mental health and well- being. They may work with the teachers as they migrate to the new normal teaching practices. As well, they must give instructional and technological support as well as promote positive well-being resiliency, time management, and collaboration.

4. The future researchers may use the present study as a guide in the improvement of the implementation of MDL. In conjunction, this undertaking can serve as a basis in investigating the lived experiences of junior and senior high school teachers in the implementation of MDL in the new normal.

6. References
1. Blog. Effective intervention and remediation must be personalized, August, 2020. https://www.touchmath.com/effective-intervention-and-remediation-must-be-personalized/
2. Castroverde F, Acala M. Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic. International Journal of Research Studies in Education. 2021; 10(8):7-15. Doi: https://doi.org/10.5861/ijrse.2021.602
3. Ciriaco CM. DepEd survey says most parents prefer modular distance learning for kids, July, 2020. https://businessmirror.com.ph/2020/07/31/deped-survey-parents-prefer-modular-learning-for-their-kids/
4. Crawford J, Butler-Henderson K, Jurgen R, Malkawi BH, Glowatz M, Burton R, et al. COVID-19: 20 countries' higher education intra-period digital pedagogy responses. Journal of Applied Learning &

5. Teaching. 2020; 3. Doi: https://doi.org/10.37074/jalt.2020.3.1.
6. DepEd Order No. 031, s. 2020. Interim guidelines for assessment and grading in light of basic education learning continuity plan, October, 2020. https://region8.deped.gov.ph/wpcontent/uploads/2020/10/DO-s2020-031.pdf
7. Estrada R. Distance learning is challenging DepEd to rethink its ways of assessment, November, 2020. https://davaotoday.com/main/todays-views/distance-learning-is-challenging-deped-to-rethink-its-ways-of-assessment/
8. Estrada LP. Are self-learning modules effective? January, 2021. https://www.rappler.com/voices/imho/opinion-are-self-learning modules-effective
9. UNESCO. Education: From disruption to recovery, 2020. https://en.unesco.org/covid19/educationresponse
10. Guisinger E. Distance learning? Virtual classroom? September, 2020. https://medium.com/illumination-curated/distance- learning-challenges-ffe617e23edb
11. Guo YR, Cao QD, Hong ZS, Tan YY, Chen SD, Jin HJ, et al. The origin, transmission and clinical therapies on coronavirus disease 2019 (COVID-19) outbreak-an update on the status. Military Medical Research. 2020; 7(4). Doi: https://doi.org/10.1186/s40779-020-00240-0
12. Herrmann Stewart, Granados. What is Resilience? The Canadian Journal of Psychiatry. 2011; 56(5). Doi: https://doi.org/10.1177/070674371105600504
13. Llego MA. DepEd learning delivery modalities for school year 2020-2021, 2020. https://www.teacherph.com/deped-learning-delivery-modalities/
14. Nardo MTB. Modular instruction enhances learner autonomy. American Journal of Educational Research. 2017; 5(10):1024-1034. Doi: https://doi.org/10.12691/education-5-10-3
15. Nicomedes CJ, Avila RM, Arpia HM. The lived experiences of Filipino front liners during COVID-19 outbreak, April, 2020.
16. Paglumotan AM, Manlangit P. Supercharging Filipino parents is key for successful modular distance learning, October, 2020. https://www.flipscience.ph/news/features-news/tagapagdaloy-modular-distance-learning/
17. Regional Memorandum No. 91, s. 2020. Management of the delivery, distribution and retrieval, September, 2020. http://depedsouthcotabato.org/region-memorandum-clmd-91-management-of-the-delivery-distribution-and-retrieval/
18. Sackstein S. Peer feedback in the classroom: Empowering students to be the experts. ASCD, 2017.
19. Sahito Z, Khawaja M, Panhwar MU, Siddiqui A, Saeed H. Teachers' time management and the performance of students: A comparison of government and private schools of Hyderabad, Sindh, Pakistan. World Journal of Education. 2016; 6(6). Doi: https://doi.org/10.5430/wje.v6n6p42
20. Spilt JL, Koomen HM, Thijs JT. Teacher well-being: The importance of teacher-student relationships. Educational psychology review. 2011; 23(4):457-477. Doi: https://doi.org/10.1007/s10648-011-9170-y