

## Issues and Concerns of Teachers towards Modular Distance Learning Approach

Ronald A. Jayme\*, Guarin S. Maguate

Elementary Teacher, Department of Education, Philippines  
Secondary Science Teacher, Department of Education, Philippines

### Abstract

This research investigated the teachers' issues and concerns towards modular distance learning approach. This study aimed to determine the level of issues and concerns encountered by teachers in the implementation of modular distance learning approach and the significant difference in the level of issues and concerns of teachers towards modular distance learning approach when grouped according to sex, number of years in service and number of related trainings. The study employed quantitative research, specifically a descriptive research design to determine the issues and concerns of fifty (50) elementary teachers of Cadiz District II in the Schools Division of Cadiz City. Total Purposive Enumeration sampling was used in selecting the respondents for the target samples. They were grouped according to the schools they are stationed at. The statistical tools used for the treatment of data were mean and standard deviation for problems 1 and 2, Independent t-test, and One-Way ANOVA used for problems 3 and 4. The results revealed that the teachers have high level of issues and concerns encountered towards modular distance learning approach. Moreover, the result of this investigation suggested that females have higher competencies on the level of issues and concerns of teachers towards modular distance approach than males. Therefore, the null hypothesis is rejected as a significant difference exists in the issues and concerns of teachers towards Modular Distance Learning approach when grouped according to sex. On the other hand, the null hypothesis is accepted as no significant difference exists in the issues and concerns of teachers towards Modular Distance Learning approach when grouped according to number of years in service and number of related trainings.

**Keywords:** issues and concerns, modular distance learning approach, sex, number of years in service, number of related trainings

### Introduction

The global spread of COVID-19 poses a health risk. Worldwide, there is a school closure. The unanticipated public health catastrophe has introduced new difficulties for the country and the world. COVID-19 significantly impacted students, educators, and educational institutions worldwide, as it has on many other facets of daily life (Mailizar, Alimentary, Maulina, & Bruce, 2020). Unlike their urban counterparts, schools in rural locations sometimes lack the necessary infrastructure and other services. Teachers in this study used a standard approach to teaching, and they took into account the fact that students in rural regions often lacked access to the internet, which prevented them from taking advantage of online learning resources. In response to the pandemic, all public schools in the Philippines are now using the Modular Learning modality. The usage of Self-Learning Modules (SLM) makes modular learning a form of remote education that is accessible to many Filipino students. The training teachers receive as mentors in the classroom is meant to prepare them for such roles. The goal of this research was to identify the challenges that primary school educators face while implementing a modular distant learning strategy. The education sector have to regulate and re-examine the use of technology for remote instruction to occur between teachers and students

because of the pandemic's effects on face-to-face and even blended learning. Therefore, despite the outcomes of remote teaching in the middle of the pandemic, educational systems everywhere will have to learn to understand, experiment with, and eventually accept the enormous and swift shifts that will be required (Hung, Chou, Chen, & Own, 2018) in order to incorporate its ideas (Bozkurt & Sharma, 2020). It's understandable that many educators are struggling to adapt to the new delivery method. They frequently face the challenge of converting the lesson plans they developed for use in a classroom to those that can be accessed remotely. The ability to instruct successfully is contingent on a number of aspects, including the possession of relevant abilities and the ability to adjust to a new situation while maintaining meaningful connections with students and their caretakers. It is critical that distance learning plans recognize the inherent limits of learning at home to help teachers adequately as they deal through this crisis (Wilichowski & Cobo, 2020). The educational system has recently expanded into the realm of distance learning. While certainly useful, distance education is merely a novel use of a well-established technology. No machine, however well-designed, can function without human intervention. Knowledge graphs have shown to be a powerful tool for a wide range of applications in areas such as semantic search and NLP. To wit: (Srinivas, Dolby, et al., 2021). The difficulty that teachers and administrators have in providing even the most fundamental of excellent education has increased as schools have shifted to modular distant learning. That is why DepEd officials are always looking for ways to improve things, including training teachers and principals to be more capable in the delivery distance education (Bagood, 2020).

## **Methods**

This section presents with the research design, participants, research instruments, data gathering procedure, statistical treatment, and ethical considerations.

## **Research Design**

This study utilized a descriptive research design to determine the issues and concerns of teachers towards modular distance learning approach. This research design describes accurately the population or phenomenon. According to Calderon (2008), cited in Guiamalon et al. (2021), this research design, which often goes by the name "statistical research," aims to provide a detailed account of some aspect of interest. Descriptive statistics are used in this research approach, as mentioned by McCombes (2020). This allows for a precise and methodical description of the population, situation, or phenomena under study. It provides details on the who, what, where, and how, but not the why. The researcher used a survey questionnaire or Likert scale to gather data to the different schools, specifically in the three (3) elementary schools in the District II of the Schools Division of Cadiz City. In this descriptive cross-sectional design, the researcher used a survey form questionnaire that distributed to the participants once. It used a survey questionnaire developed through research to collect information about the respondents' backgrounds in order to identify categorical variables including sex, number of years in service, and number of related trainings. A research tool also employed to determine the extent of the scale variable on the issues and concerns encountered by elementary teachers in implementing the modular modality approach.

## **Respondents of the study**

The respondents of this study were the 50 permanent elementary teachers assigned in the three (3) District II schools in the Schools Division of Cadiz City. Total purposive enumeration sampling was used in selecting the respondents. They were grouped according to schools they are assigned in. In the total purposive enumeration sampling of respondents according to schools, 35 respondents came from Villacin Elementary School, six (6) respondents from Sewahon Elementary School, and nine (9) respondents from V.F Gustilo Elementary School.

## **Research Instrument**

The researcher used a research-made survey questionnaire and a Likert scale, composed of four (4) scales: strongly agree, agree, disagree, and strongly disagree. The questionnaire was administered to gather the necessary data from the respondents. The respondents answered the survey form questionnaire appropriately and provided their intent regarding their issues and concerns towards Modular Distance Learning Approach.

The instrument was composed of three (3) parts. The first part included the profile of the respondents, specifically the sex, number of years in service, and number of related trainings. The second part measured the issues of teacher towards the modular modality approach. Lastly, the third (3) part determined the concerns of teachers in the implementation of modular distance learning approach. The instrument was administered to the respondents; and the responses were analyzed, interpreted, and subjected to validity and reliability tests.

**Validity**

According to Heale and Twycross (2015), validity is how well an idea can be quantified in a study. The desired outcome must be achieved. If the results of a test are useful in achieving that for which it was designed, then the test can be considered valid. The research instruments underwent validation, following the criteria by Carter V. Good and B. Scates (cited in Oducado, 2020). Three (3) experts validated the content of the research instrument; the validators were either Master of Arts in Education or a master teacher. The validity of the instrument was interpreted as good with the obtained mean of 4.40.

**Reliability**

To establish the reliability of the instrument, the researcher used the test-retest reliability technique. The survey questionnaires were pilot-tested to 30 dry-run respondents of Pedro E. Ramos Elementary School in the District II of the Schools Division of Cadiz City. Its reliability statistics using Cronbach’s Alpha is 0.78, interpreted as acceptable. In other words, that the research instrument used by the researcher was reliable.

**Data Gathering Procedure**

**Before the Conduct of the Study**

Prior to the conduct of the study, the researcher sent a permission letter to the Schools Division Superintendent of Cadiz City. Upon approval, a copy was furnished to the different school heads of District II schools. A letter of consent was sent to the teachers who served as the respondents of the study. The researcher gathered information from different teachers, regarding to their issues and concerns in the implementation of modular print modality. This served as a basis for crafting researcher-made survey questionnaire administered to the respondents of the study. The research-made instrument underwent validity and reliability test. During the Conduct of the Study After establishing the validity and reliability of the research-made instrument, the researcher sent or distributed the survey questionnaire to the respondents via a Google Form link. The objectives of the study were explained to the respondents and they were assured of their confidentiality and that their information was for study purposes only. After the Conduct of the Study After the conduct of the study, the Google Form was gathered by the researcher. It was then checked, scored, tabulated, and sent to the statistician. The results were analyzed, interpreted, and discussed according to the objectives of the study.

**Statistical Treatment of Data**

For problem 1, the researcher used the statistical tools mean and standard deviation to determine the level of issues of teachers towards modular distance learning approach. The mean is the mathematical average value of a set of numbers (Pierce, 2015). The standard deviation was also utilized. The degree of dispersion among a set of data is represented by a numeric value (Oxford Languages, 2020). Table 1. *Mean Range for the issues encountered by teachers towards Modular Distance Learning Approach were interpreted as follows* Table 1 shows the score range and verbal interpretation of the scores collected in the study. Scores were interpreted using a four-point scale: very high, high, low, and very low. A four-point scale is a common method of collecting and interpreting of data. (Newson 2021). The description of the interpretation shows the issues encountered by teachers towards modular distance learning.

Scale	Interpretation	Description
3.28-4.00	Very High	This means that the teachers have very high issues encountered towards modular distance learning approach.

2.52-3.27	High	This means that the teachers have high issues encountered towards modular distance learning approach.
1.76-2.51	Low	This means that the teachers have low issues encountered towards modular distance learning approach.
1.00 – 1.75	Very Low	This means that the teachers have very low issues encountered towards modular distance learning approach.

For problem 2, the researcher used the statistical tools mean and standard deviation to determine the level of concerns of teachers towards modular distance learning approach.

Table 2. *Mean Range for the concerns encountered by teachers towards Modular Distance Learning Approach were interpreted as follows:*

Scale	Interpretation	Description
3.28-4.00	Very High	This means that the teachers have very high concerns encountered towards modular distance learning approach.
2.52-3.27	High	This means that the teachers have high concerns encountered towards modular distance learning approach.
1.76-2.51	Low	This means that the teachers have low concerns encountered towards modular distance learning approach.
1.00 – 1.75	Very Low	This means that the teachers have very low concerns encountered towards modular distance learning approach.

For problem 3, which deals with the significant difference in the level of issues and concerns of teachers towards modular distance learning approach when grouped according to sex, number of years in service, and number of related

trainings, the researcher used the Independent T-test for the variable of sex and One-way ANOVA for the number of years in service and number of related trainings. These statistical methods are ideal for identifying differences in means between multiple groups that are statistically significant. The Statistical Package for Social Sciences (SPSS) in computing the data.

### **Ethical Considerations**

One of the most crucial aspects of the study is identifying and addressing ethical concerns. No damage should ever come to the research participants. It's crucial that study subjects' privacy and autonomy be always protected. The study should not begin until all participants give their informed consent. Given the fact that public elementary teachers are above 18 years old and were considered as mature, the researcher took every precaution throughout the study and was cognizant of any potential ethical concerns that could arise. First, the researcher secured a consent or waiver from respondents to participate in the conduct of the study. It was of good intention not to violate or force the public elementary teachers' rights if they were not

willing to participate in the study. Second, permission from the higher offices (Schools Division Superintendent and the principal) was sought to have a clearer understanding of the major objective of the conduct of the study. Third, the data and information gathered were adequately interpreted to allow for accurate results and to ensure that the present study provides an authentic solution. Fourth, the researcher likewise observed intellectual property rights to the best of his knowledge, right to patent, citation of relevant information quoted in this research, and give credit to the original author and references, especially on the use of the data. The sources of related literature and studies were acknowledged by the researcher in the reference list. Lastly, the full confidentiality of the participants was protected, and the data herein were utilized solely for the present investigation. Issues of diversity arising from students varied socioeconomic and racial backgrounds were a constant source of tension in the nation's schools. There were racial and ethnic divides that needed to be addressed in public education. Public schools are not exempt from the obligation to adapt their curricula to accommodate students from a wide range of backgrounds. Blog (2017) stated that deciding which teachers a student or group of students would have the following year is one of the most common ethical dilemmas in education. It's common for such conflicts to arise between the school's administration and the parents of the students involved.

## Results and Discussion

This section presents the presentation of data gathered in connection with the specific problems of this investigation. It also provides implications for related studies that support the findings of the present study. To restate, this determined the teachers' issues and concerns in the modular distance learning approach. Level of Issues of Teachers Encountered Towards Modular Distance Learning Approach

Table 1 presents the grouping variables with the corresponding mean and standard deviation.

The results reveal that, when taken as a whole, issues encountered by teachers toward modular distance learning approach is high ( $M=3.06$ ,  $SD=0.37$ ). In terms of sex, both male ( $M=2.58$ ,  $SD=0.14$ ) and female ( $M=3.27$ ,  $SD=0.21$ ) teachers have high issues encountered in the modular modality. When grouped according to years in service and number of related trainings, teachers encountered high level of toward modular distance learning approach.

According to Arias et al. (2019), there was a significant increase in anxiety among educators teaching in the early grades (preschool and primary school). This stands in stark contrast to prior research that found high school teachers to be among the most affected by psychological symptoms during non-pandemic situations.

**Table 1 : Level of Issues of Teachers encountered towards Modular Distance Learning approach when grouped according to sex, number of years in service, and number of related trainings**

			Mean	SD	Interpretation
	As a whole		3.06	0.37	High
Issues	Sex	Male	2.58	0.14	High
		Female	3.27	0.21	High
	Number of years in Service	1-3 years	3.15	0.36	High
		4-6 years	2.98	0.39	High
		7-9 years	3.03	0.38	High
	Number of Related Trainings	10 year-up	3.11	0.37	High
		1-5	3.02	0.39	High
		6-10	3.07	0.30	High
		11-15	3.24	0.43	High
			16 year-up	2.94	0.31

Note. The mean scores are interpreted as follows: 3.28 – 4.00 (Very High); 2.52 – 3.27 (High); 1.76 – 2.51 (Low); and 1.00 – 1.75 (Very Low)

### Level of Concerns of Teachers Encountered Towards Modular Distance Learning Approach

Table 2 presents the grouping of variables in terms of sex, number of years in service, and number of related trainings.

The results reveal that, when taken as a whole, the concerns of teachers toward modular distance learning approach is high ( $M=3.14$ ,  $SD=0.31$ ). Corresponding to this finding, Rakap, et al., (2015; cited in Carrillo, 2020) showed that teachers' learning and attention to course content suffered as a result of infrequent encounters and difficulty in forming relationships with students, given these social constraints.

**Table 2 : Level of Concerns of Teachers encountered towards Modular Distance Learning Approach when grouped according to sex, number of years in service and number of related trainings**

			Mean	SD	Interpretation
	As a whole		3.14	0.31	High
Concerns	Sex	Male	2.58	0.14	High
		Female	3.27	0.21	High
	Number of Years in Service	1-3 years	3.21	0.21	High
		4-6 years	3.07	0.44	High
		7-9 years	3.16	0.29	High
		10 year- up	3.12	0.32	High
	Number of Related Trainings	1-5	3.05	0.33	High
		6-10	3.21	0.30	High
		11-15	3.23	0.26	High
		16 year-up	3.11	0.35	High

Note. The mean scores are interpreted as follows: 3.28 – 4.00 (Very High); 2.52 – 3.27 (High); 1.76 – 2.51 (Low); and 1.00 – 1.75 (Very Low)

### Difference in the Level of Issues of Teachers towards Modular Distance Approach when Grouped According to Sex

Table 3 presents the significance of difference in the level of issues of teachers towards modular distance approach when grouped according to sex.

The results reveal a significant difference ( $t(43.07) = 135.32$ ,  $p = 0.000$ ) in the level of issues in modular learning between male ( $M=2.58$ ,  $SD=0.14$ ) and female ( $M=3.27$ ,  $SD=0.21$ ) teachers. The findings suggest that female teachers has higher competencies in the level of issues towards modular distance learning approach than male. Therefore, the null hypothesis is rejected as there is a significant difference in the level of issues of teachers towards the Modular Distance Learning approach when grouped according to sex.

Correspondingly, Subali, et al. (2020), described that the communication between teacher and learners undergoes distortion during distance learning. Such situation creates issues among teachers in distance learning where they cannot see their students and their communication has restrictions.

Contrastingly, Debes (2021) claimed that, in distance learning settings, Synchronous learning activities and tasks tend to be more interesting than their asynchronous counterparts. Learners in a synchronous course participate in a variety of interactive and focused learning opportunities designed to familiarize them with the fundamentals of technology-enhanced instruction, the integration of technology into the classroom, and efficient online course design.

**Table 3 : T-test Results for Difference on the Level of Issues of Teachers Towards Modular Distance Approach According to sex**

Sex	Mean	SD	Df	t-value	p-value
Male <sup>14</sup>	2.58	0.14	43.07	135.32	0.000
Female	3.27	0.21			

\* $p < 0.01$

*On the Difference in the Level of Concerns of Teachers towards Modular Distance Approach when grouped according to sex*

Table 4 presents the significance difference in the level of concern of teachers towards the modular distance approach when grouped according to sex.

The results reveal a significant difference ( $t(34.86) = 51.62, p = 0.000$ ) in the level of concerns in modular learning between male ( $M=2.79, SD=0.26$ ) and female ( $M=3.28, SD=0.20$ ) teachers. The findings suggest that female teachers has higher competencies in the level of concerns of teachers towards modular distance learning approach than their male counterparts. Therefore, the null hypothesis is rejected as there is a significant difference in the level of concern of teachers towards the Modular Distance Learning approach when grouped according to sex.

In contrast, Amir et al. (2020) stated that blended learning is the process of combining traditional classroom instruction with online learning to promote student autonomy, interaction, and cooperation. To put it more generally, the blended learning method reimagines course design, organization, and delivery by combining face-to-face and digital learning. Blended learning has been shown to improve outcomes across the board, including for students' overall feelings about their education, as well as their motivation, engagement, and performance

**Table 4 : T-test Results for Significant Difference on the Level of Concerns of Teachers towards Modular Distance Approach According to sex**

Sex	Mean	SD	Df	t-value	p-value
Male	2.79	0.26	34.86	51.62	0.000
Female	3.28	0.20			

\* $p < 0.01$

*Difference in the Level of Issues of Teachers towards Modular Distance Approach when grouped according to Number of Years in Service*

Table 5 presents the significance of difference in the level of issues of teachers towards modular distance approach when grouped according to the number of years in service.

The results reveal that no significant difference ( $df=3, F=.49, p=.69$ ) exists in the level of issues of teachers towards modular distance approach when grouped according to the number of years in service. Therefore, the null hypothesis is accepted because the p-value is  $> .05$ . This result contrasts with Ozudogru (2021) that argued that pre-service teachers and new teachers experience difficulties in modular distance learning such as technical barriers, students' conditioning, and student participation.

**Table 5 : ANOVA results for Significant Difference on the Level of Issues of Teachers towards Modular Distance Approach According to Number of Years in Service**

Categories	df	SS	MS	F	p
Between Groups	3	.206	.069	.49	.69
Within Groups	46	6.473	.141		
Total	49	6.676			

\*Level of Significance at alpha 0.05

*Difference in the Level of Concerns of Teachers towards Modular Distance Approach when grouped according to Number of Years in Service.*

Table 6 presents the significance of difference in the level of concerns of teachers towards modular distance approach when grouped according to the number of years in service.

The results reveal that no significant difference ( $df=3$ ,  $F=.33$ ,  $p=.80$ ) exists in the level of issues of teachers towards modular distance approach when grouped according to the number of years in service. Therefore, the null hypothesis is accepted because the p-value is  $>.05$ . In support to this finding, Cheng and Bakar (2017) emphasized that the amount of coverage of materials in standardized textbooks may influence the teaching-learning environment. In this way, they argued, a module might provide a more adaptable setting for education, benefiting both teachers and students. Similarly, Mean-Chin (2020) opined that students' and educators' access to technology—including smartphones, PCs, laptops, printers, and internet connections—is the single most important factor in the success of distant learning.

**Table 6 : ANOVA Results for Difference on the Level of Concern of Teachers towards Modular Distance Approach According to Number of Years in Service**

Categories	df	SS	MS	F	p
Between Groups	3	.101	.035	.33	.80
Within Groups	46	4.745	.103		
Total	49	4.846			

\*Level of Significance at alpha 0.05

Difference in the Level of Issues of Teachers towards Modular Distance Approach when grouped according to Number of Related Trainings

Table 7 presents the significance of difference in the level of issues of teachers towards modular distance approach when grouped according to the number of related trainings.

The results reveal that no significant difference ( $df=3$ ,  $F=1.310$ ,  $p=.28$ ) exists in the level of issues of teachers towards modular distance approach when grouped according to the number of related trainings. Therefore, the null hypothesis is accepted because the p-value is  $>.05$ .

Martin et al. (2020) argued that teachers have the appropriate background (either academic or practical) to succeed as online educators. If professors providing distance education have had adequate preparation, they might alter their practices to better accommodate their students' needs. In addition to the article, many teachers have limited skills in providing distance education face issues and concerns in effectively carrying out this process alone.

**Table 7 : ANOVA Results for Difference on the Level of Issues of Teachers towards Modular Distance Approach According to Number of Related Trainings**

\*Level of Significance at alpha 0.05

Categories	df	SS	MS	F	p
Between Groups	3	.526	.175	1.310	.28
Within Groups	46	6.153	.134		
Total	49	6.679			

*Difference in the Level of Concerns of Teachers towards Modular Distance Approach when grouped according to Number of Related Trainings*

Table 7 presents the significance of difference in the level of concerns of teachers towards modular distance approach when grouped according to the number of related trainings.

The results reveal that no significant difference ( $df=3$ ,  $F=1.007$ ,  $p=.39$ ) exists in in the level of concerns of teachers towards modular distance approach when grouped according to the number of related trainings. Therefore, the null hypothesis is accepted because the p-value is  $>.05$ .

Correspondingly, Bagood (2020) posited that basic quality education has become increasingly difficult to provide as a result of the change from traditional classroom instruction to modular distance learning. That is why DepEd officials are always looking for new ways to address the issues and equip their educators with the tools they need to succeed in the area of modular distance learning.



**Table 8 ANOVA Results for Difference on the Level of Concerns of Teachers towards Modular Distance Approach According to Number of Related Trainings**

**\*Level of Significance at alpha 0.05**

Categories	df	SS	MS	F	p
Between Groups	3	.299	.100	1.007	.39
Within Groups	46	4.548	.099		
Total	49	4.846			

### **Conclusion**

This section presents the conclusions and recommendations derived from the conduct of the study that determined the issues and concerns of teachers towards the modular distance learning approach. The respondents of the study were fifty (50) permanent teachers in the different schools in the District II of the Schools Division of Cadiz City. They were selected using total purposive enumeration sampling. It employed quantitative research and utilized descriptive research design. Pertinent data were obtained thru a survey questionnaire employing the Likert scale. The statistical tools used were mean, independent t-test, and one-way ANOVA. Based on the study's findings, the researcher concludes that, in terms of sex, number of years in service, and number of related trainings; the level of issues and concerns of teachers encountered towards modular distance learning approach is interpreted as high. The study also concludes that there is a significant difference in the level of issues and concerns of teachers towards the Modular Distance Learning approach when grouped according to sex. Meanwhile, no significant difference exists in the level of issues and concerns of teachers towards the Modular Distance Learning approach when grouped according to the number of years in service and the number of related trainings. Finally, the study concludes that female teachers have a higher level of issues and concerns encountered in modular distance learning approach than their male counterparts.

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