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Taft District Teachers' Experiences and Perceptions on Distance Learning towards Readiness and Challenges in the New Normal:

Basis for Policy Formulation

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Abstract
This research study explored the experiences and perceptions of distance learning towards readiness and the challenges met by Teachers of Taft District in the implementation of Distance Learning in the new normal. A descriptive research design was utilized. An adopted survey questionnaire was used to collect the challenges faced by teachers of Taft District during the COVID-19 pandemic for the SY 2021-2022. The data was fielded online via Google Forms, and demographic profiles, experiences, perceptions, and challenges met by teachers were collected. Based on the gathered data, most of them are female, ages 31-40 years old, and teacher 1 current position. Data revealed the challenges teachers met in module preparation were highly evident with a mean of 3.46, the distribution of module garnered a 3.49 mean as highly evident, and retrieval of module got a 3.01 mean interpreted as moderately evident. Other challenges and experiences on formative assessment results were moderately evident with a mean of 3.38, while summative assessment is highly evident with a mean of 3.41. In the implementation of distance learning home visitation, and remediation were moderate and highly evident challenges with a mean of 3.33 and 3.47 respectively. Emphasizes the perception and experiences of all the challenges encountered that during the implementation of new normal education, many challenges emerge inadequate knowledge, time management, reliability and validity of learners' performance is difficult to identify, only a few or very low retrieval of modules of the learners, and performance of learners was low from the preparation to retrieval of modules. From these findings, the researchers advanced that further tests be done on a bigger sample to validate the other challenges on distance learning modalities in new normal education.

Keywords
Challenges, New normal education, Distance learning, Policy formulation

INTRODUCTION

The newly identified β-coronavirus was first named the 2019 novel coronavirus first occurred in Wuhan, China, in December 2019. On February 11, 2020, the 2019 novel coronavirus was officially named SARS-CoV-2 by the World Health Organization (WHO), also known as COVID-19 (Guo et al., 2020). COVID-19 is not just causing health crises around the world, but it is also affecting all spheres of life, including the field of education. Educators resorted to online platforms to reach out to students, webinars became a temporary classroom, parents were called for monitoring at home, and students were deprived of social interaction among peers. The WHO advised educators and students to conduct alternative learning due to the COVID-19 outbreak to mitigate school cancellation of classes by providing a resource list of the World Bank's Ed-tech teams to provide some online materials that can be used during the pandemic. The program aims to elevate the loss of learning and provide remote learning opportunities while schools are closed. Furthermore, the mandate provides guiding principles and delivery of online classes and approaches to be given by stakeholders like

teachers and parents (World Bank, 2020a). Various countries around the world, Colombia, Italy, Japan, Poland, etc., including the Philippines, responded to the call of WHO through their respective Ministry of Education. Various educational platforms were utilized like YouTube, a learning management system (LMS), a digital library, internet streaming or broadcast, repositories like Open Educational Resources (REA), and the like based on their availability in a particular country. Higher education makes use of Zoom and Google Hangouts, while teachers were encouraged to take advantage of various websites, such as Facebook, WhatsApp, and Google Forms. EdTech Hub, UNESCO Education Alliance, Learning Keeps Going (U.S. consortium), Inter-Agency Network for Education in Emergencies (INEE), Commonwealth of Learning, and many others (World Bank, 2020b). Responding to the call of WHO, the Department of Education (DepEd, Philippines), created a series of DepEd Memorandum (DM) No. 15, 21, 23, 31, and 34 in the first quarter of 2020 entitled "Creation of a Task Force for the Management of Department of Education Response to Novel Coronavirus Acute Respiratory Disease (2019-nCoV ARD)" (Department of Education, 2020a). The DepEd, Philippines, also created a learning website called DepEd Commons catering to Alternative Learning School (ALS) students, Out-of-School-Youth (OSYA), and regular learners from Kindergarten to Grade 8. The uneventful happenings due to COVID-19 forcibly implemented distance learning in all levels of instruction aided mostly by available technology. Distance Learning (DL) is not new. It has been part of the learning process for decades now. The last 50 years have seen huge growth worldwide in the provision of education at all levels. Distance learning, also called distance education, e-learning, and online learning, form of education in which the main elements include the physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning traditionally has focused on non-traditional students, such as full-time workers, military personnel, and non-residents or individuals in remote regions who are unable to attend classroom lectures. With COVID-19, all learning endeavors are now in distance learning as the modality. As this pandemic is slated to exist until the preventive vaccine is discovered, it is essential to know how the educators who are the prime facilitators of education adjusted to this transition and what experiences they faced while adapting to this transition as their preparedness for the coming times. Considering teachers' experiences and perceptions, the findings will be used as a basis for policy implementation. This action research aimed to explore the teachers' perceptions and experiences in the implementation of distance learning at Taft District. It aims to explore their lived experiences which can be used as a springboard for a policy proposal that will better the implementation of distance learning.

RESEARCH QUESTIONS

This action research study focused on analyzing the lived experiences of teachers and their perceptions of the implementation of distance learning at Taft District amidst the COVID-19 pandemic. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
   1.1 Sex
   1.2 Age
   1.3 Present Position
   1.4 Number of Years in Service
2. What are the experiences of Taft District teachers in the implementation of distance learning during the COVID-19?
3. What are the perceptions of Taft District teachers in the implementation of distance learning during COVID-19?
4. Based on the results of the survey questionnaire and focus interview, what suggestions and recommendations may be offered for a smooth implementation of distance learning?

SIGNIFICANCE OF THE STUDY

As this pandemic is estimated to exist until the preventive vaccine is discovered, it is necessary to know how educators, who are the prime facilitators of education, adjusted to this transition and what challenges they faced while adapting to this transition as their preparedness for the coming times. This study aimed to find the factors and determinants that can facilitate a smooth implementation of distance learning in the Philippines. Specifically, this research is vital to:

Policy Makers

The conclusions of this research endeavor could aid them in devising suitable mediations that best fit the current scenario and be able to not only deliver but improve excellence in education as well despite this educational upheaval.

Teachers/Educators

The results of this scientific endeavor may be vital in implementing solutions that will enable teachers to maximize their roles as teachers and optimize results where they are happy teaching in distance learning.

Parents

The findings of this study will help parents deal with the learning process. Inputs from policies out of the recommendations will improve the implementation of distance learning

Students
Most importantly, results from this academic undertaking may be of great benefit to students. It could give them drive on how to handle their struggles and influence them to study even harder to overcome their learning gaps in Science during the pandemic.

Future Researchers
The findings of this study will serve as a basis for other researchers to embark on a similar study.

SCOPE AND LIMITATIONS OF THE STUDY
This study was conducted at Taft District to all Elementary Teachers by complete enumeration. The challenges they are experiencing in the implementation of distance learning during the pandemic were solicited via Google Forms. Only teachers from the district were forwarded with the link to the online form as this only explored the challenges in the district. The action research was conducted in the Second Quarter of SY 2021-2022.

RELATED STUDIES AND LITERATURE REVIEW

The Distance Learning System
Although the focus today lies on distance learning in higher education enabled by the present digital technologies, considering earlier forms of distance learning provides perspectives both on the historical rationales of such education, and suggestions on alternative forms. Distance learning was historically largely organized to address the needs of adult learners who could not take years away from their professional lives for full-time studies at a university. The cost of education was significant for such learners, and for adult learners with families, moving to another town was not always an option. Other reasons for distance education were the need to serve distant rural locations, and in other cases this format was motivated by colonial projects, aiming to gain influence over populations across the world. The beginning of distance learning as a form of continuous higher education was established in the mid-nineteenth century. A royal agreement for the examination of students studying by correspondence at the University of London was issued in 1896, and in 1858 the university granted degrees to students without the need to attend, followed by other universities. St Andrews University in Scotland had more than a hundred centers around the world in 1877– 1931, such as in China and Kenya. The University of South Africa was the first university to introduce an entire distance education system in 1946, and the French National Distance Learning Center (CNED) was established in 1939. Forms of distance education have become more varied with modern-day technological developments, starting with education by correspondence; then education on radio and television; the use of audio and audiovisual media; the use of the educational phone, interactive video, and the educational computer; to the internet and the progress achieved in the field of education from a distance. The introduction of digital libraries and information systems helped the development of education from its collective form (within the classroom) to the individualization of education and has highlighted the importance of distance learning. According to Jawda et al. in 2016, distance learning is considered a new method of education for so many people, as it adopts methods that are different from those used in the traditional education system. There are many methods used to convey information to learners, instead of relying on one source, as is the case in traditional education e.g., flexibility in acceptance and learning, as the learner can receive his education anywhere, and expenditure savings, as this type of education is less expensive than other education systems (Jawda et. Al, 2016). Among the major disadvantages of ICT-mediated distance learning is about distance learning system that lacks direct interaction and communication between the teacher and the learner, which is currently deficient in providing humanitarian and social expression, and it is unable to provide real expression. The flexibility shown by this system and its acceptance of low grades as a basis in the system is a weak point when compared to the traditional system (Jawda et. Al, 2016). Moreover, Jawida et al. added several obstacles that hinder distance learning the need for training in the use of the internet by teachers and students, and the lack of technological infrastructure at universities. Other important points are those related to students where they are living such as the need for access to safe internet and high-quality-speed internet and specifications, which leads to quick access to data and information. Hence, this leads to secure exchange between the network user and internet service provider specifically during electronic exams (online exams or tests). In recent decades an increased number of educational organizations have decided to plan and implement a distance learning platform. It is also seen as an opportunity for a more efficient organization and management of higher education institutions (HEIs) (OECD, 2016: 103). Conventional classroom-based institutions face an important question about how to develop the distance learning initiative. The main aim of educational organizations is to remain competitive either by keeping their scientific standards high or improving their offered services while keeping the required investment low (OECD, 2012): 26-27. As a result, they rush to provide technology-enhanced learning to their students, using distance learning platforms. The implementation of distance learning requires a rather high initial cost, which is sometimes hidden behind the rapidly changing technology, making the effort more expensive than face-to-face (European Commission, High-Level Group on the Modernization of Higher Education, 2014). Conventional educational institutes should engage academics and academic planners in the process of designing their distance learning strategy, for the implementing technology to be effective and to achieve the targets set (OECD, Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills, 2016):85; (Mora Rodriguez, 2013). Traditional face-to-face educational institutes that plan to implement distance learning initiatives require concrete strategic thinking to integrate educational programs based on technology in their established learning

methods and traditions (Oliver, 2010). The approach to implement and promote distance learning should follow a step-by-step model, to embed different opinions, smooth reactions, and develop the required educational content and methodologies. Distance learning cannot be followed successfully without strategic planning (OECD, 2016: 110). The literature review proves that a road map for distance learning planners in higher education is rather mandatory for successful implementation (Minnaar, 2013). Distance learning is a discrete and comprehensible field of education that is focused on new methods of realizing the educational process while at the same time maintaining a pedagogical philosophy (Bozkurt, et al., 2015): 343-345; (Fernández-Rodríguez, 2017). Distance learning should not be considered a teaching mode or method and only (Levy, 2003). Relevant studies have shown that distance learning planning is focused on budget and staffing issues and not on its critical pedagogical issues (Fernández-Rodríguez, 2017): 14 and that is the reason why the greatest challenge for education institutions that move towards distance learning is to adopt a singular vision, policies, and procedures for implementation (Minnaar, 2013).

Distance Learning Technologies

The use of technology to assist in the processing and dissemination of knowledge is not new. Over the last 50 years, rapid technological advances in computer and communication technologies facilitated the development of alternative educational methods and supporting technological tools (Stošić, 2015). The available educational methods applied to distance learning are divided into two basic categories: synchronous and asynchronous learning (Shahabadi & Uplane, 2015). Synchronous learning is defined as course delivery with all participants present at the same time even in different places. It simulates classroom teaching methods in which participants are not physically located in the same place but are geographically dispersed. It is also executed upon a predefined schedule, which must be followed by all the participants. Asynchronous learning is a more flexible method of learning, where learners have access to course materials on their schedule from virtually any place. Learners are not required to attend at the same time (Farhad, 2017). The various technologies used in distance learning can be roughly divided into four categories: text, audio (voice), computer (data), and video (Ion, Vespan, & Ută, 2012). For example, statistical research on the use of electronic communication in distance learning identified the following types of applied telecommunication media in such programs: telephone, fax, audio-conference, electronic mail, and access to databases (Arkorful & Abaidoo, 2014). Printed material may serve as the primary source of instruction, or it may play a supplemental role and serve as a primary source, distant students might use a textbook and read various units on a specific timetable (Anabo, 2023). Other technologies, such as e-mail, could then be used to ask questions and send assignments back to the teacher. As a supplement to instruction, text materials may take the form of worksheets or study guides that are used in conjunction with video or voice technologies. It is important to note that the supplemental text material may be disseminated via regular mail or regular web pages. This type of information is quite easy to print. There are many advantages and disadvantages to incorporating printed material in a distance learning course. Some advantages of printed materials are extremely portable (can be used in any location), have a high comfort level (most students are very comfortable using print materials to learn), are cost-effective (can be created and duplicated with little expense), readily available (many distance learning courses can take advantage of existing textbooks, thus saving the time and expense of creating new materials). Printed educational material lacks interaction. Printed tutorials or handouts do not offer interactivity, making learning a rather unpleasant experience. The lack of electronic educational content created the need for additional technologies to support the learning process (e.g. e-mail) (Walsh, 2015).

Distance Learning in Education Driven by COVID-19

The COVID-19 pandemic led educators to online education readiness. Modular printed modality may have been the most chosen modality, but undeniably, the use of the internet and technology prevails in most learning transactions which necessitates the teachers to use communication technologies like Facebook Messenger, Gmail, and social media to do follow-up and strengthening connectedness between teacher and learners. With these, it is necessary to look into considerations of how well are teachers doing in distance learning. According to Phan & Dang (2017), factors such as training, attitude, technical competence, time constraints, pedagogy, and methodology were among the major distance learning education elements. A study conducted by Ventayin (2018) on the readiness of DepEd Teachers for online teaching, showed that despite the limited experience in distance education such as technical skills, time management, knowledge, and attitude in online education, they were still able to cope with the trends in distance learning. Moreover, readiness and satisfaction levels were also found among prospective teachers in other countries like Turkey and Thailand in terms of web-based education (Ozturk, Ozturk & Ozen, 2018; Akarawang, Kidrakran & Nuangchalerm, 2015). Further, in the study on the response from 205 online faculty of higher institutions in the United States in terms of readiness, attitude, and ability to teach online in terms of course design, course communication, time management, and technical aspects most of the responses were rated high (Martin, Budhrani & Wang, 2019). Furthermore, another study on distance education readiness found that 90% of the total special education and preschool teachers surveyed got motivated to implement distance education despite having diverse students, lack of specialists, being home-schooled, under long medical treatment, attending short stay with groups or family and private school (Fedina et al., 2017). Likewise, in another study, higher education mentors showed a positive attitude and motivation to teach university students special needs like hearing and visually impaired despite the risks and challenges in learning materials, pedagogy, monitoring, implementation, and psychological understanding (Movkebayeva et al., 2018). Collectively, the literature suggests that

there are many things that we need to know about distance learning. Its implementation may not be new, but doing it in full swing means bigger collateral damage at hand which happens to be the gap that this research proposal is trying to solve.

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive research design. An adopted survey questionnaire was used to collect the challenges faced by teachers of Taft District during the COVID-19 pandemic for the SY 2021-2022.

Locale of the Study

This study was conducted at Taft District during the Second Grading Period of SY 2021-2022. Questionnaires were fielded online only to teachers of Taft District. Complete enumeration was employed, as such all Elementary Teachers were asked to answer the online survey instrument via Google Forms.

Respondents of the Study

This study involved all elementary teachers from all schools in the district. Complete enumeration was used as a sampling technique in this study due to the manageable number of identified respondents. First, the Google Form link was posted on the official Messenger Group Chat of the District after all protocols and permits were acquired. The District Principal in charge then announced that Grade 6 Science teachers needed to access the link and answer the survey.

Research Instruments

The instrument that was used in this study was an adopted survey material which explored the challenges of teachers and their lived experiences in distance learning during the COVID-19 pandemic. As the material was already a standardized one, there was no need to validate the said material. The research instrument is a two-part self-report questionnaire. The first part collected the demographic profile of the respondents (age, sex, number of years in teaching, current position, average number of learners per class, and location of school). The second part of the questionnaire gathered data on the challenges faced by teachers of Taft District in the implementation of distance learning during the COVID-19 pandemic.

Data Collection Method

This study started on the Second Week of December 2021 as part of the Second Grading for SY 2021-022. All elementary teachers of Taft District answered the survey online via Google Form attaining a one hundred percent (100%) retrieval rate for the survey. Responses were downloaded as MS Excel files and used for interpretation and analysis. Before the fielding of the survey questionnaire, a permit was acquired from the District Principal-In-Charge and School Principals of Taft District through communication letters stating the request to conduct the online survey and the promise to adhere to the confidentiality protocols. After all targeted participants had responded to the online survey form, the researchers disabled the 'collecting responses' feature of the Google Form to hold the integrity of the data.

Measurement of Variables

The questionnaire which was used to gather information about the challenges met by elementary teachers on distance learning during this pandemic was measured using the following:

Scale	Mean Interval	Verbal Interpretation	Meaning
5	4.20 – 5.00	Very Highly Evident	Manifest that challenges met are very highly evident
4	3.40 – 4.19	Highly Evident	Manifest that challenges met are highly evident
3	2.60 – 3.39	Moderately Evident	Manifest that challenges met are evident
2	1.80 – 2.59	Less Evident	Manifest that challenges met are less evident
1	1.00 – 1.79	Not Evident	Manifest that challenges met are not evident

Analysis of Data

For the translation of data into meaningful information, descriptive statistics was used in the analysis of gathered data using frequency, mean percentages, and presented in tables and graphs.

Ethical Considerations

This study followed the appropriate research ethics guidelines. Consent from the respondents was provided, and a permit was ensured to use their given data. The participants were assured that these data were kept confidential and could not be used in any legal actions against them.

RESULTS AND DISCUSSION

Demographic Profiles of the Respondents

The results of the conducted survey for the demographic profile of respondents is posted in Table 1 below. As recorded in the table, the age of the respondents revealed a varied range with 31 to 40 years old having the biggest record of 29%. In the survey, most of the respondents were female teachers in the district comprising 91% of the population and only 9

percent male teachers. This data on respondents' demographics particularly on sex conforms to the findings of Ahmad in 2019 where females have a higher interest in teaching careers. Also, in Table 1, the varied characteristics can also be seen specifically in teaching position and designation from whom 58 or 41 percent of them are Teacher 1, 10 percent are Teacher 2, 31 are Teacher 3, and 11 percent are Master Teacher 1.

Table 1 Demographic profile of Elementary Teachers of Taft District

Age	Frequency	Percentage
30 years old and younger	33	24
31 to 40 years old	41	29
41 to 50 years old	38	27
51 years old and older	28	20
Sex	**Frequency**	**Percentage**
Male	12	9
Female	128	91
Current Position	**Frequency**	**Percentage**
Teacher 1	58	41
Teacher 2	14	10
Teacher 3	43	31
Master Teacher 1	15	11
Master Teacher 2	7	5

Another part of the survey questionnaire collected responses on the challenges faced by Grade 6 Science Teachers in the district. The challenges experience by teachers in the implementation of distance learning during the COVID-19 pandemic includes the following: challenges on module preparation, distribution, retrieval including the type of assessment used in the modular print implementation as a modality.

As displayed in Table 2, teachers responded that the problems they face in module preparation including inadequate knowledge on module writing, budget for materials in module writing as a problem, references for the module or learning activity sheets are not available and time used are highly evident problems with a mean of 3.46

Table 2 Challenges faced by teachers via distance learning during the COVID-19 pandemic in terms of Module Preparation

Statement	Mean	Interpretation
Inadequate knowledge on module writing	3.42	Highly Evident
Budget for materials in module writing is a problem	3.47	Highly Evident
References for the module or learning activity sheets are not available	3.47	Highly Evident
Time is also a problem	3.47	Highly Evident
Average	**3.46**	**Highly Evident**

Similarly, for the problems encountered by teachers on Module Distribution, it yielded a highly evident interpretation that teachers of Taft District did experience a highly evident problem on this aspect. As seen in table 3, with a weighted mean of 3.49, it can be observed that the issue of module preparation was a highly evident problem.

Table 3 Challenges faced by teachers via distance learning during the COVID-19 pandemic in terms of Module Distribution

Statement	Mean	Interpretation
Learners are not available at home sometimes	3.68	Highly Evident
Some families are not observing safety measures to avoid COVID-19	3.58	Highly Evident
Modules or learning activity sheets are not enough	3.26	Highly Evident
It takes time to distribute the modules/LAS	3.42	Highly Evident
Average	**3.49**	**Highly Evident**

In the retrieval of modules however, during the implementation of Modular Print as learning modality of distance learning, teachers of Taft District responded that the indicators evaluated on module retrieval as problems are moderately evident with a mean of 3.01.

Table 4 Challenges faced by teachers via distance learning during the COVID-19 pandemic in terms of Module Retrieval

Statement	Mean	Interpretation
Most of the time modules/LAS are not answered	3.37	Moderately Evident
Some modules/LAS are torn and returned messy	3.00	Moderately Evident
Retrieval rate is very low	2.84	Moderately Evident
Some parents are not cooperative	3.0	Moderately Evident
Average	**3.01**	**Moderately Evident**

As for the assessment during the implementation of distance learning in the district due to the COVID-19 pandemic, Table 5. points out that the challenges on the administration of formative assessment were moderately evident with a weighted mean of 3.28.

Table 5 Challenges faced by teachers via distance learning during the COVID-19 pandemic in terms of Formative Assessment

Statement	Mean	Interpretation
Activity sheets are unanswered	2.95	Moderately Evident
Answers are sometimes not realistic	3.20	Moderately Evident
It is hard to identify which one is actual answers of the learners	3.74	Highly Evident
Only few activity sheets are answered	3.21	Moderately Evident
Average	**3.28**	**Moderately Evident**

As to summative assessment, however, it can be gleaned from Table 6 that the challenges in the administration of summative assessment were interpreted as a highly evident issue with a weighted mean of 3.41.

Table 6 Challenges faced by teachers via distance learning during the COVID-19 pandemic in terms of Summative Assessment

Statement	Mean	Interpretation
Learners are difficult to gather	3.21	Moderately Evident
Very low performance is recorded	3.53	Highly Evident
Some learners are not serious	3.68	Highly Evident
Unrealistic grading is sometimes done	3.20	Moderately Evident
Average	**3.41**	**Highly Evident**

When asked about the challenges they experienced during the implementation of remediation in times of the COVID-19 pandemic, Grade 6 Science teachers of Taft District in terms of Home visitation interpreted as moderately evident with a mean of 3.33.

Table 7 Challenges faced by teachers via distance learning during the COVID-19 pandemic in terms of Home Visitation

Statement	Mean	Interpretation
Parents are sometimes uncooperative	3.00	Moderately Evident
Some learners are indifferent	3.16	Moderately Evident
No class homes in some residences or houses	3.58	Highly Evident
Some children are not present at home	3.58	Highly Evident
Average	**3.33**	**Moderately Evident**

When asked about the challenges they experienced during the implementation of remediation in times of the COVID-19 pandemic, Grade 6 Science teachers of Taft District in terms of Remediation interpreted as Highly evident with a mean of 3.47.

Table 8 Challenges faced by teachers via distance learning during the COVID-19 pandemic in terms of Remediation

Statement	Mean	Interpretation
Uninterested learners are evident	3.42	Highly Evident
Materials are inadequate	3.37	Highly Evident
Sometimes not done because of time constraint	3.42	Highly Evident
It's challenging to identify learners who will undergo remediation because of unrealistic answers in their modules/LAS	3.68	Highly Evident
Average	**3.47**	**Highly Evident**

CONCLUSIONS

Face-to-face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way for the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. With the implementation of distance learning, Taft District opted to implement Modular Print as a learning modality. Unwanted by many, the challenges that emerged from this implementation have caused havoc to teachers, learners, and even parents. This study was pushed through with the key purpose of finding out the challenges encountered by teachers and their implications on the academic performance of learners of Taft District.

After a survey that solicited the demographic profiles and the challenges met by teachers in the implementation of modular print as a modality of distance learning, the following are the conclusions of this research: The demographic profiles of respondents showed varied characteristics in terms of sex, age, and current position of respondents and the challenges met by teachers in terms of module preparation, distribution, retrieval, formative assessment, summative assessment, home visitation, and remediation were moderate to highly evident.

RECOMMENDATIONS

The following are the recommendations that are advanced by the research from the conduct of this study:

The study must be conducted on a wider scope, not just district to validate the findings of this study. The researcher also recommends the conduct of this study to explore on challenges of teachers from other subject areas. The researcher also suggests that a bigger number of respondents be employed to validate the results of the study.

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