Challenges Encountered in Taking Modular Distance Learning Mode: A Case of Senior High School (SHS) Students

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Abstract

This is descriptive correlational research that evaluates the challenges experienced by Senior High School (SHS) students of Lopez National Comprehensive High School, Quezon Province, Philippines in taking modular distance learning mode. Pearson R was used to assess the significant relationship between the demographic profile of the respondents and the challenges experienced by SHS students in taking modular distance learning mode. The respondents of this study were sixty-nine (69) Grade 12 SHS students who experienced taking modular distance learning mode. A self-made questionnaire was used. It was found out that independent learning practices, motivation and focus, learning intervention and support and learning space and management were significantly correlated to demographic profile and the challenges experienced in taking modular distance learning mode, thus, the null hypothesis is rejected. It is evident that respondents hardly understand the lesson in modular distance learning mode because the instruction in the self-learning module is not clear. SHS students spent more time using gadgets than studying. Moreover, the study area had distractions and noise and most parents of SHS students did not talk about the problems they encountered in the self-learning module. It is recommended to coordinate with the parents to create a learning intervention at home, and also, teachers should provide books to act as supplementary materials. Hence, this will introduce to the academy a possible enhancement program to the institution that will allow us to utilize different learning strategy and gamification in teaching considering the post pandemic learning mode.

Keywords: Challenges, Experience, Modular Distance Learning, SHS Students

I. INTRODUCTION

Education in the new normal is very challenging. One of those challenges is the delivery of modular distance learning mode. To solve those challenges, the Department of Education as well as the Commission on Higher Education implemented different learning modalities such as modular or printed learning, online learning, and TV-based or radio instruction. Most of the students, especially in rural areas, use the modular distance learning made by the teachers.

Moreover, there are lots of activities and tasks to do, the students have a hard time deciding what to do first, this results on how to manage their time in answering the modules. Because of this, it affects their learning, resulting in poor time management and poor study habits. When the problems were rooted in time management, it was discovered that time set aside for studying is interrupted by non-academic activities. When students have difficulty scheduling their study time over their important tasks, they spend their time on activities that may not add up to their

academic learning. For instance, instead of allotting their time to answer the modules, they are spending their time using gadgets, browsing on social media like Facebook, and playing online games resulting in poor study habits or less time for answering and studying [1]

According to the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year, this learning modality is currently used by all public schools in the Philippines [2]. Moreover, teachers or local government officials provide printed modules to students, parents, or guardians. Parents are teachers' partners in education because education is no longer held inside the confines of the school. As home facilitators, parents play an important role. In modular learning, their major function is to connect with the child and help him or her through the process [3].

The use of modules encourages independent study. One of the benefits of using modules for instruction is the achievement of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own [4]. Other advantages of modular instruction include more choice and self- pacing for students; more variety and flexibility for teachers and staff; and increased adaptability of instructional materials. The disadvantages include greater self-discipline and self-motivation required for students, increased preparation time and lack of concrete rewards for teachers and staff, and greater administrative resources needed to track students and operate the multiple modules [5]. In addition, time constraints, official restrictions, irregular contacts and technology are the main issues faced by supervisors in distance learning [6].

The study on modular-based learning found out that teachers, especially in big classes/sections, failed to provide written or oral feedback on learning assessments [7]. Olamo et al. [8] stated that the modular method had some difficulties in engaging students who were not interested in studying. They also pointed out that the modular method does not provide a sufficient supply of facilities in the desired quality and quantity. Nonetheless, there is limited information in the research literature on how students deal with the difficulties that come with distance learning.

The new normal education brought different challenges. In senior high school students of Lopez National Comprehensive High School, modular distance learning affects them in different aspects of their life. There are a lot of challenges they are experiencing when it comes to answering the self-learning modules. One of those is, they were unable to complete all of their tasks on their own, resulting in no answers and unfinished activities during the return of their modules [5].

This study aims to determine the challenges experienced by senior high school students at Lopez NCHS in taking modular distance learning delivery mode. This determines the demographic profile of the respondents in terms of sex, residence and academic specialization. This also analyzes the challenges experienced by the SHS students at Lopez NCHS in taking modular distance learning delivery mode in terms of independent learning practices, learning pace and time management, motivation and focus, and learning interventions and support.

II. LITERATURE REVIEW

A. Residence Location

Independent Learning Practices

Residence Location positively influences independent learning practice as Siddiqui et al. [9] stated that students who belong to the urban and rural populations were both facing problems

in internet availability, electricity, the privacy of learning and they have increased study workload and feel stress during submission of assignments and tests/exams.

Learning Space and Time Management

Moreover, residence location affects also learning space and time management as Botros [10] stated that television, family members, pets running in the house, or siblings listening to loud music can all be sources of interruption. However, distractions are not limited to those inside the house. Outside noises like kids playing in the street, neighbors having parties, loud cars, and barking dogs can draw attention away from school. Even weather can be a distraction, imagine a strong wind blowing through the trees or a loud thunderstorm with rain, all of these noises and more have the potential to disturb pupils' learning [11], believed that "Poor Time Management" is one of the greatest challenges encountered in modular learning. According to Barcenas and Bibon [1] the problems are rooted in time management. It was discovered that the time set aside for studying is interrupted by non-academic activities. When students have difficulty scheduling their study time over their important tasks, they spend their time on activities that may not add up to their academic learning.

Motivation and Focus

Residence Location influence motivation and focus as supported by Panganiban and Madrigal [12], in their study it was stated that another struggle that pupil experienced is the insufficient time and enough space answer the modules. Family members are active during the day and pupils were distracted when studying; they resorted to studying at night after household chores were done. There has been no enough and comfortable space to study especially during the day. Studying at night also provided the pupils a quiet and peaceful venue for studying since family members were resting.

Learning Interventions and Support

Furthermore, Residence Location highly affects learning interventions and support as Bunijevac [13], emphasized that some parents are having a hard time teaching or assessing their students at home, especially those who do not know how to read and write, making it more difficult to teach their children the lessons on the self- learning module. The students are also having a hard time when their parents are busy with chores and other household tasks, and instead of teaching or guiding them with the modules, they prioritize working to feed their family.

B. Academic Specialization

Independent Learning Practice

Academic specialization positively influence Independent Learning practice as Duran and Sumagang [14], believed that STEM students on MDL are faced with vast challenges during this learning period. Difficulties include adjusting to a new setup, poor internet connection, and power interruption. Students emphasize that a sense of independence in learning, as it is a non-interactive manner, was cultivated.

The self-instructional modules are included in this learning package, allowing you to learn at your own pace. However, learners complained that there are too many tasks/ activities incorporated in the modules. As parents observed, learners tend to become lazy in studying because SLMs are more on the usual question and answer and are also limited to reading and writing [15].

Modular instruction is a teaching approach that facilitates independent learning of everything in the module at pupils' own effort and pace. Students were mostly left on their own,

they sometimes felt bored or could no longer bear the difficulty of the questions in the module. When they lost their patience and wished to finish the tasks immediately, they resorted to an easy way of accomplishing the module and, that is, through copying the answers of the different activities from the answers' key at the last pages. This situation happens when pupils work under pressure due to the time constraint of the deadline. This practice of answering the modules deprived the pupil of reading, understanding, and developing critical thinking processes. Copying, which mostly happens in written homework, and which is also similar to module copying, is a severe national problem [12].

Learning Space and Time Management

Moreover, academic specialization affects also to learning space and time management as [16], on their study about procrastination attitude of the senior high school especially in modular modality, students tend to procrastinate or delay a certain work that needs to be accomplished on a certain deadline. It is a behavioral problem that occurs in every individual. When students procrastinate, they were cramming, practice mañana habits, and have poor time management. Based on the results, one of the existing behaviors that any person could have, with or without their knowledge, and became a major problem for everyone, especially students, is procrastination. With this, the implications to the teachers were to motivate their students to banish procrastination.

Motivation and Focus

Academic specialization highly impact motivation and focus as supported by Gunn [17], that students who procrastinate might do so because they have a lack of motivation, low self-esteem, atychiphobia, trouble understanding, low energy levels, and poor organizational skills. Students often procrastinate because they don't see how a project is relevant or important to them, don't understand the material, or just don't know how to get started. Guache et al. [18], further emphasized in their study about the emerging themes of multilingual students' lived experiences in online distance learning, hence, they develop a model that can help to improve the students' educational outcomes and tailored the needs of multilingual learners.

Learning Interventions and Support

Furthermore, academic specialization affects learning interventions and support as it is difficult for teachers to develop academic experiences to help kids learn the relevant subjects without the children's parental support. "Learning takes place in the home, either openly or consciously, and frequently in an informal manner. Parents instill in their children the fundamental skills, attitudes, and values that they will need in everyday life at a young age [19]. In addition, despite of its effectiveness many families have experienced challenges because numerous parents have difficulties in terms of their abilities and availability to support their children in their learning [20].

Feedback is a compelling influence on learners' achievements. When teachers seek or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions, when they are not engaged, then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible. Moreover, effective feedback assists the learner to reflect on their learning and their learning strategies so they can adjust and make better progress in their learning. Feedback is a very important part of effective learning; it facilitates understanding of the subject and gives learners a clear guide on how to improve learning [12].

Some learners rely on the answer keys included in their self-learning modules, so even errors were copied which give teachers the thought that pupils aren't reflecting well on what

they are studying. In that case, the teacher will no longer determine if the pupils understood the content of the module or is it the work of the learners [15].

III. METHOD

Quantitative research anchored by descriptive correlation study was used to determine the challenges experienced by senior high school students in taking modular distance learning. The researcher used quantitative approach for this study, hence, it involved quantifying and analyzing variables to achieve results using numerical data and statistical methods [21].

A total of sixty-nine (69) students from 184 senior high school students of Lopez National Comprehensive High School were the respondents. The slovin formula was used to determine the population size of G12 senior high school students. The researcher used stratified sampling as a procedure to group SHS respondents into different strata (per strand).

Lopez National Comprehensive High School (LNCHS) is a public secondary school in Lopez, Quezon Province, Philippines recognized by the Department of Education (DepEd). The stratification was based on the four academic strands of SHS students in Lopez NCHS in Lopez, Quezon. This location was chosen for its efficiency in determining the challenges experienced using modified survey questionnaire in taking the modular distance learning delivery mode.

Moreover, the researcher used a frequency count to calculate how many respondents are experiencing the same situation and also for summarizing the categorical variables. The researcher used a weighted mean by multiplying each data point in a collection by a value determined by some aspect of what contributed to the data item. When provided a list of effect sizes, the researcher weighted each one to the study's sample size. The researcher used Pearson R to correlate the coefficient, which measured the statistical relationship, or connection, between two continuous variables. This statistical treatment was used by the researcher to interpret the responses to the challenges experienced in taking modular distance learning.

A self-made questionnaire was used. The research gathering procedure followed five phases in determining the result. First, the approval and communication stage, the validation stage, the data gathering stage, the data analysis and the last was the presentation of the result.

IV. RESULTS AND DISCUSSION

This section presents the data gathered of challenges experienced by senior high school students of Lopez National Comprehensive High School in taking modular distance learning. The presentation is made using tables. Analysis and interpretation of data were done through the tabular presentation.

Table I shows the sex profile of the respondents. The female got the highest percentage, of 68.11%, followed by the male of 31.88%. The result is similar to the study of Alghamdi et al. [22]. The result showed that female students experienced more challenges in taking modular distance learning mode. The parents of the female respondents should pay special attention to the challenges in modular distance learning. Teachers and parents should always have good communication so that there will be monitoring and proper assessment while taking up the modular distance learning of students.

TABLE I. SEX PROFILE OF THE RESPONDENTS

Sex	Frequency	Percentage
Male	22	31.88%
Female	47	68.11%
Total	**69**	**100%**

TABLE II. RESIDENCE LOCATION OF THE RESPONDENTS

Residence Location	Frequency	Percentage
Poblacion	41	59.42%
Sitio	28	40.57%
Total	**69**	**100%**

TABLE III. ACADEMIC SPECIALIZATION OF THE RESPONDENTS

Academic Strand	Frequency	Percentage	Rank
Humanities and Social Sciences (HUMMS)	18	26.08%	1.5
Science, Technology, Engineering, and Mathematics (STEM)	18	26.08%	1.5
Accountancy, Business and Management (ABM)	17	24.63%	3
General Academic Strand (GAS)	16	23.18%	4
Total	**69**	**100%**	**---**

A. Residence Location of the respondents

Residence Location of the respondents was added to the demographic profile to find out if their location can affect their way of learning in taking modular distance learning. Table 2 shows the residence locations of the respondents. Those who live in Poblacion got the highest percentage of 59.42%, followed by those who live in Sitio with a percentage of 40.57%. The result is similar to the study of Siddiqui et al. [9]. Students belonging to urban and rural populations were facing problems with internet availability, electricity, and privacy of learning. They have increased study workload, and they feel stress during submission of assignments and tests/exams because of internet and electricity problems.

Table II shows SHS students located in Poblacion area of Lopez, Quezon Province experienced more challenges in taking modular distance learning. The teachers need to make an extra effort to help students, especially to those who do not have access to the internet and have electricity problems. It could be a home visitation at least once a week so that there could be an assessment and discussion with the parents and students regarding the problem or any challenges they face in modular distance learning.

B. Academic Specialization of the Respondents

The Academic Specialization of the respondents was added to the demographic profile to find out which strand has the most challenging experience in taking modular distance learning. Table III shows the academic specialization of the respondents. As presented, students in HUMMS and STEM has the same percentage 26.08% with a rank of 1.5, followed by ABM with a percentage of 24.63%, with a rank of 3, and GAS with a percentage of 23.18%, with a rank of 4. The result is similar to the study of Duran and Sumagang [14], found that STEM students on Modular Distance Learning (MDL) are faced with vast challenges during this learning period. Difficulties include adjusting to a new set up, poor internet connection, or power interruption. Students emphasize that a sense of independence in learning, as it is done in a non-interactive manner, was cultivated.

The result showed that HUMMS and STEM students experienced more challenges in taking modular distance learning. The teachers should be aware of the challenges experienced by their students so that there will be a follow-up intervention or activities that will help to lessen the burden of students taking up modular distance learning. In addition, the teachers must be more observant about what appropriate support and resources can be provided for the success of

modular distance learning. Another is that the teachers and parents should work in partnership. Having good communication and a harmonious relationship with the parents will help to properly monitor the students' progress at home.

C. Challenges Experienced by Senior High School students at Lopez National Comprehensive High School in Taking Modular Distance Learning Mode

Students experienced challenges when it comes to answering the self-learning modules. One of those was being unable to complete all of their tasks on their own, resulting in no answers and unfinished activities during the return of their modules [5]. Some include independent learning practices, learning pace and time management, motivation and focus, and learning intervention and support.

D. Summary of Challenges Experienced by SHS Students at Lopez NCHS in Taking Modular Distance Delivery Mode

This study shows the challenges experienced by SHS students in taking modular distance learning mode in terms of independent learning practices, learning pace and time management, motivation and focus, and learning intervention and support. Table IV presents the summary of the challenges experienced by SHS students in taking modular distance learning. Learning pace and time management got the highest rank with a mean score of 2.86, interpreted as Agree. The result means that among the four challenges experienced by SHS students in taking modular learning most of the respondents experienced challenges in learning pace and time management. They are the students who spend their time using gadgets, browsing on social media like Facebook, Tik Tok, Instagram, and playing online games. As a result, poor study habits or spending less time answering questions and studying. According to National University [23], effective time management is associated with greater academic performance and lower levels of anxiety in students. Unfortunately, the same research also revealed that "many students find it difficult to find a balance between their studies and their day-to-day lives," and that ineffective time management was linked to "poor sleep patterns" and "increased levels of stress."

Followed by motivation and focus with a mean score of 2.71, interpreted as Agree. The result means that some SHS students experienced challenges in motivation and focus. These were the students in which their study area has distractions and noise while studying and answering their module. As a result, they lack concentration on what they are doing, and at the end, they procrastinate.

Next is independent learning practices with a mean score of 2.68, interpreted as Agree. The result means that some SHS students experienced challenges in taking modular distance learning because there are students who had a hard time understanding the lesson because the instruction in self-learning module is not clear. The result is similar to the study of Dangle and Sumaoang [5], some modules do not have clear instructions and explanations, so students had a hard time answering it, some of the pictures in the modules are not clear also and the provided answer lines are too short.

The lowest rank is learning intervention and support with a mean score of 2.54, interpreted as Agree. The result means that some SHS students experienced challenges in taking modular distance learning because their parents did not talk to them about the problems, they encountered in the self-learning module. The result is similar to the study of Bunijevac [13], lack of assistance from their parents or guardians affects students in the SLMs. There are parents who are having a hard time teaching or assessing their children at home, especially those who do not know how to read and write, making it more difficult to teach their students the lessons on the self-learning module.

Therefore, learning pace and time management have a big impact on challenges experienced by SHS students in taking modular distance learning. The result shows that using gadgets affects them to learn and study hence, completing answering their module.

E. Significant Relationship Between the Demographic Profile and Challenges Experienced by SHS Students at Lopez NCHS in Taking Modular Distance Learning Mode

Table V shows that among the Grade 12 SHS students, the sex profile of the respondents is mostly affected by the challenges experienced in taking modular distance learning mode. Using the Pearson R correlation on the sex profile of the respondents, the independent learning practices got a 0.94 correlation coefficient with a p-value of.00001, therefore the hypothesis is rejected, and the conclusion is significantly correlated. Then, motivation and focus, and learning intervention and support got a 0.93 correlation coefficient with a p-value of.00001. Therefore, the hypothesis is rejected, and the conclusion is significantly correlated. The last is learning space and time management, which got a 0.91 correlation coefficient with a p-value of.00001. Therefore, the hypothesis is rejected, and the conclusion is significantly correlated.

It demonstrates that the sex of G12 SHS students is strongly related to independent learning practices. Therefore, there is a possibility that when the students are male, they experience challenges in taking modular distance learning in independent learning practices because they have a hard time understanding the lesson because the instruction in the self-learning module is not clear. On the other hand, when the students are female, they find a way to understand the instructions. To lessen the challenges in taking modular learning, they must find a way to understand the instructions for them to easily understand and complete the answer.

It illustrates that the sex of G12 SHS students is strongly related to learning pace and time management. Therefore, there is a possibility that when the students are male, they experience challenges in taking modular distance learning in learning pace and time management because they cannot decide what to do first because there are so many activities and tasks to complete. In comparison, female students knew how to manage many activities and tasks to complete their self-learning modules. To lessen the challenges experienced by the SHS students, teachers must not give them too many activities to avoid procrastination and submission of incomplete answers.

It is evident that the four challenges encountered by G12 SHS students at Lopez National Comprehensive High School in taking modular distance learning had a significant relationship between sex and the challenges experienced in taking modular distance learning.

Table VI shows that among the G12 SHS students, the residence location of the respondents is mostly affected by the independent learning practices, learning pace and time management as well as motivation and focus. Using the Pearson R correlation on the residence location of the respondents, the independent learning practices, learning pace and time management, and motivation and focus, we got a 0.98 correlation coefficient with a p-value of.00001. Therefore, the hypothesis is rejected, and the conclusion is significantly correlated. The learning intervention and support got a 0.93 correlation coefficient with a p- value of.00001, therefore the hypothesis is rejected, and the conclusion is significantly correlated.

It illustrates that the residence location of G12 SHS students is strongly related to independent learning practices. Therefore, there is a possibility that when the students live in Poblacion or urban area, they experience challenges in taking modular distance learning because they spend their time using gadgets, browsing on social media like Facebook, Tik Tok, and Instagram, and playing online games; they have poor study habits or spend less time answering questions and studying. On the other hand, students who live in a Sitio or rural area spend less time using gadgets and more time answering questions and studying. To lessen the challenges experienced by the SHS students, instead of playing online games and scrolling through social media, spend more time studying and using gadgets to find information that will make the lesson

easy to understand and complete the answers in the modules. It demonstrated that the residence location of G12 SHS students was not related to independent learning practices. It means that the residence location of the respondents did not affect the independent learning practices in taking the modular distance learning mode because modules are asynchronous.

TABLE IV. SUMMARY OF CHALLENGES EXPERIENCED BY SHS STUDENTS AT LOPEZ NCHS IN TAKING MODULAR DISTANCE DELIVERY MODE

Challenges Experienced	MS	QD	R
Independent Learning Practices	2.68	A	3
Learning Pace and Time Management	2.86	A	1
Motivation and Focus	2.71	A	2
Learning Intervention and Support	2.54	A	4
Average	**2.69**	**A**	**---**

***Legend**: Strongly Disagree (SD) - **1.0-1.50** Agree (A) - **2.51-3.50** Disagree - **1.51-2.50** Strongly Agree -**3.51-4.50** Mean Score (MS) Qualitative Description (QD) Rank (R)*

TABLE V. PEARSON R CORRELATION ON THE SEX PROFILE OF THE RESPONDENTS AND THE CHALLENGES EXPERIENCED BY SHS STUDENTS IN TAKING MODULAR DISTANCE LEARNING

Variables	Correlation Coefficient	P-value	Conclusion
Independent Learning Practices	0.94	.00001	Significantly Correlated
Learning Pace and Time Management	0.91	.00001	Significantly Correlated
Motivation and Focus	0.93	.00001	Significantly Correlated
Learning Intervention and Support	0.93	.00001	Significantly Correlated

TABLE VI. PEARSON R CORRELATION ON THE RESIDENCE LOCATION PROFILE OF THE RESPONDENTS

Variables	Correlation Coefficient	P-value	Conclusion
Independent Learning Practices	0.98	.00001	Significantly Correlated
Learning Pace and Time Management	0.98	.00001	Significantly Correlated
Motivation and Focus	0.98	.00001	Significantly Correlated
Learning Intervention and Support	0.93	.00001	Significantly Correlated

TABLE VII. PEARSON R CORRELATION ON THE ACADEMIC SPECIALIZATION OF THE RESPONDENTS AND THE CHALLENGES EXPERIENCED BY SHS STUDENTS IN TAKING MODULAR DISTANCE LEARNING MODE

Variables	Correlation Coefficient	P-value	Conclusion
Independent Learning Practices	0.99	.00001	Significantly Correlated
Learning Pace and Time Management	0.66	.00001	Significantly Correlated
Motivation and Focus	1.00	.00001	Significantly Correlated
Learning Intervention and Support	0.99	.00001	Significantly Correlated

It is evident that the three challenges that were experienced by G12 SHS students at Lopez National Comprehensive High School in taking modular distance learning have a significant relationship between residence location and the challenges experienced in taking modular distance learning mode. Table VII shows that among the G12 SHS students, the academic strand of the respondents is mostly affected by motivation and focus. Using the Pearson R correlation on the academic strand of the respondents, the motivation and focus got a 1.00 correlation coefficient with a p-value of .00001, therefore the hypothesis is rejected, and the conclusion is significantly correlated. Then, followed by independent learning practices and learning intervention and support, got a 0.99 correlation coefficient with a p-value of.00001. Therefore, the hypothesis is rejected, and the conclusion is significantly correlated. The last two are learning pace and time management. They got a 0.66 correlation coefficient with a p-value of .00001. Therefore, the hypothesis is rejected, and the conclusion is significantly correlated.

It demonstrates that the sex of G12 SHS students is strongly related to independent learning practices. Therefore, there is a possibility that when the students are in the HUMSS strand, they experience challenges in taking modular distance learning in independent learning practices because they struggle to understand the self-learning module because there are so many unfamiliar words and phrases. On the other hand, when the students are STEM, ABM, or GAS, they find a way to know the meaning of the unfamiliar words and phrases to understand the lesson. To lessen the challenges experienced by the SHS students, find a way to know unfamiliar words and phrases to easily understand the lesson instructions and to complete the answer.

It illustrates that the academic strand of G12 SHS students is strongly related to learning pace and time management. Therefore, there is a possibility that when the students are in the HUMMS strand, they experience challenges in taking modular distance learning because they are not able to finish their tasks on time, because they had a hard time answering their module, and they do not have enough time to accomplish all their modules within a week. They often receive at least eight modules in all subjects, and each module has 3-5 activities. On the other hand, students are STEM, ABM, and GAS strand. They manage their time to complete their modules within a week. To lessen the challenges experienced by the SHS students, to finish the module on time, set aside time every day to study and answer the module questions to avoid cramming and submitting incomplete answers.

It illustrates that the academic strand of G12 SHS students is strongly related to motivation and focus. Therefore, there is a possibility that when the students are in the GAS strand, they experience challenges in taking modular distance learning in motivation and focus because their study area has distractions and noise. On the other hand, when the students are HUMSS, STEM, ABM, they find the study area less distracting and noisy, so they have the motivation and focus to understand and answer their self-learning modules. To lessen the challenges experienced by the SHS students while studying and completing the self-learning module, find and create a study area that you truly enjoy studying in, or go to an area that helps you concentrate and focus while studying and answering.

It illustrates that the academic strand of G12 SHS students is strongly related to learning intervention and support. Therefore, there is a possibility that when the students are in the HUMSS strand, they experienced challenges in taking modular distance learning in learning intervention and support because their parents did not talk to them about the problems, they encountered in the self- learning module. On the other hand, students are STEM, ABM, and GAS strands. They understand and complete their self-learning modules without their parents or guardians. To lessen the challenges experienced by the SHS students, parents need to know or ask their children who are facing difficulty completing the self- learning modules to help them by providing encouragement to make it easy for them to complete the self-learning module.

V. CONCLUSION

It was found out that independent learning practices, motivation and focus, learning intervention and support and learning space and management were significantly correlated to demographic profile and the challenges experienced in taking modular distance learning mode, thus, the null hypothesis is rejected. It is evident that respondents hardly understand the lesson in modular distance learning mode because the instruction in the self-learning module is not clear. SHS students spent more time using gadgets than studying. Moreover, the study area had distractions and noise and most parents of SHS students did not talk about the problems they encountered in the self-learning module.

In the light of the findings of the study, it is recommended that teachers should coordinate with parents to create a learning intervention for every student's independently studying at home. In addition, the teachers must prepare a weekly home learning plan and an individual monitoring plan to act as guides for the students and parents at home. They should also provide books as supplementary materials. The teachers must be more observant about appropriateness and support for the success of modular distance learning.

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