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Modular instruction in teaching Filipino 4 in Bangar District: Basis for enhanced teachers' guide



Legaspi, Elvie ✉
Osias Educational Foundation, Inc. (elvie.legaspi@deped.gov.ph)

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Abstract

The current study assessed the implementation of modular instruction in teaching Filipino 4 in the Bangar District, focusing on the effectiveness of explicit teaching strategies and the challenges encountered by teachers. Findings revealed that explicit teaching strategies were rated Very Highly Effective, with an overall average weighted mean of 4.49. However, the problems encountered in implementing modular instruction were rated Very Highly Serious, with an overall average weighted mean of 4.52. Despite the effectiveness of instructional strategies, teachers continued to experience considerable challenges in delivering modular instruction. Consequently, the study proposed Enhanced Teachers' Guide Procedures to strengthen instructional delivery, address implementation difficulties, and improve learners' educational experiences and academic outcomes.

Keywords: modular instruction, Filipino 4, explicit teaching strategies, learning challenges, enhanced teachers' guide

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1. Introduction

Education serves as a vital instrument in shaping the future of learners, and the effectiveness of instructional strategies plays a crucial role in ensuring quality education. In the wake of the changing educational landscape, modular instruction has emerged as a widely adopted approach, particularly in addressing the challenges posed by remote and flexible learning. This study focuses on the implementation of modular instruction in teaching Filipino 4 in the Bangar District and how it serves as a basis for a training program aimed at enhancing teaching effectiveness. The modular approach allows learners to learn at their own pace, promoting independent learning and comprehension. However, the effectiveness of this instructional method depends on various factors, including the quality of module development, teacher support, and learner engagement. In the context of Filipino 4 instruction, it is essential to assess how modular learning impacts learners' language proficiency, reading comprehension, and overall academic performance.

This study aims to evaluate the current practices and challenges faced by teachers and learners in using modular instruction for Filipino 4. The findings will serve as the foundation for developing a training program that will equip educators with the necessary skills and strategies to enhance modular teaching. By identifying gaps and areas for improvement, this research seeks to contribute to the continuous advancement of instructional methods in the Bangar District. Through this study, the researcher hopes to provide valuable insights into the effectiveness of modular instruction and propose a sustainable training program that will benefit both teachers and learners. Ultimately, the study aspires to strengthen the implementation of modular learning and promote quality education in Filipino 4.

In the United States, schools in states like Florida, Iowa, Arkansas, and Texas have long returned to face-to-face learning, although some regions continue to utilize hybrid approaches. Similarly, in Asia, countries like China, Japan, and South Korea have reopened schools with varying levels of in-person attendance, adjusting policies based on public health data. The Philippines has also embraced this shift. Since the reopening of schools for the 2020–2021 academic year, the country has adopted various learning modalities to ensure education continuity despite challenges. A survey conducted by DepEd in 2020 revealed parental preferences for learning delivery modes: 8.8 million parents favored modular learning, 3.9 million preferred blended learning, 3.8 million chose online learning, 1.4 million opted for educational TV, 900,000 selected radio-based instruction, and approximately half a million preferred other modalities. During this period, the Learning Enrollment Survey Form (LESF) also reported that 395,743 learners transferred from private schools and state universities and colleges (SUCs) or local universities and colleges (LUCs) to public schools, highlighting the growing reliance on public education.

This shift gave rise to the Basic Education Learning Continuity Plan (BE-LCP), as outlined in DepEd Order No. 12, s. 2020. Modular Distance Learning became the most widely implemented modality, ensuring that education continued despite restrictions. Today, these alternative modalities remain crucial to addressing diverse learner needs, adapting to technological advancements, and promoting inclusivity in education. As we move forward, these approaches are no longer seen as temporary solutions but as vital components of a resilient and flexible education system.

In response to the diverse learning needs of Filipino learners and the varying contexts across the country, the Department of Education (DepEd) institutionalized the implementation of Alternative Delivery Modes (ADM) as a key strategy for inclusive and equitable education. As outlined in DepEd Order No. 21, s. 2019, ADMs are defined as "instructional or learning modalities that do not strictly rely on face-to-face interaction between learners and teachers." These include modular instruction, radio-based instruction, television-based instruction, online

distance learning, and blended learning, among others. The aim of ADM is to reach marginalized, geographically isolated, and disadvantaged learners, ensuring that quality basic education remains accessible regardless of circumstance.

With the onset of the COVID-19 pandemic in 2020, DepEd reinforced the relevance of ADM, particularly modular instruction, as a primary modality for distance learning. Through the Basic Education-Learning Continuity Plan (BE-LCP), modular learning became the most widely adopted form of ADM nationwide, especially in regions with limited internet connectivity and technological infrastructure. Printed modules became the core tool for instruction in many public elementary schools, including those in rural districts like Bangar. Nardo (2017) defines modular instruction as an alternative instructional design that utilizes instructional materials developed based on learners' needs. This method encourages learners to engage in interesting and challenging activities that foster focus, attention, and independent study. Even before the widespread use of modules as part of classroom instruction, self-learning materials were developed to address the demand for accessible education for learners of all backgrounds, regardless of their aptitude, intelligence, or previous achievements. Modular instruction aims to provide optimal learning conditions tailored to individual learners and situations.

Teaching certain subjects, such as Filipino, has become particularly challenging. Filipino is an integral part of the K-12 curriculum, focusing on the appreciation and mastery of the Filipino language and literature. It aims to enhance learners' abilities to write poems, songs, stories, and other literary works using the Filipino language. With face-to-face instruction no longer the sole mode of teaching, educators face difficulties in fostering these skills remotely. Effective implementation of modular learning in Filipino requires innovative strategies, such as the use of culturally relevant resources, multimedia tools, and regular feedback mechanisms to ensure students remain engaged and achieve learning outcomes. These alternative modalities and approaches are no longer temporary solutions. They are now vital components of a resilient, flexible, and inclusive education system designed to meet the diverse needs of learners and prepare them for the challenges of the 21st century.

Moreover, the quality of education is greatly influenced by the instructional strategies employed by teachers. With the shift toward flexible learning, modular instruction has become a primary mode of teaching, particularly in response to the challenges posed by distance education and limited face-to-face interactions. In the Philippines, modular instruction has been widely implemented as part of the Department of Education's (DepEd) Learning Continuity Plan, ensuring that learners can continue their education despite various challenges. However, its effectiveness in teaching Filipino 4, particularly in the Bangar District, remains an area that requires further exploration and enhancement.

DepEd Order No. 037, s. 2022 institutionalizes clear guidelines for the continuity of learning during emergencies or disruptions, such as typhoons, flooding, power outages, and other calamities that lead to the suspension of in-person or synchronous classes. One of the key provisions of this order is that schools are encouraged to activate modular instruction or other Alternative Delivery Modes (ADM) during class suspensions to ensure that learning is uninterrupted despite physical or logistical limitations. During times when classes are suspended due to natural calamities or emergencies as covered by DO 037, s. 2022, modular instruction became the primary mode of delivering education in many public schools, especially in rural areas like Bangar District. This directly supports DepEd's call for preparedness and continuity of instruction, especially in contexts where face-to-face or online classes are not feasible due to cancellations.

Filipino 4 is a fundamental subject that helps learners develop their reading comprehension, writing skills, and understanding of Filipino literature. Effective teaching of this subject through modular instruction depends on various factors, such as module quality, teacher support, learner motivation, and parental involvement. While modular learning offers flexibility, teachers often face challenges in monitoring learner progress, addressing learning difficulties, and ensuring engagement in lessons. Additionally, learners may struggle with self-paced learning due to a lack of direct guidance and immediate feedback from teachers.

In the Bangar District, the implementation of modular instruction in teaching Filipino 4 presents both

opportunities and challenges. Teachers must adapt to different strategies to ensure that learners grasp the lessons effectively. However, the lack of training on module development, instructional delivery, and assessment strategies may hinder the full potential of modular learning. This calls for a systematic approach to strengthening teachers' competencies in handling modular instruction through a well-structured training program.

This study aims to assess the effectiveness of modular instruction in teaching Filipino 4 in the Bangar District and identify the challenges encountered by both teachers and learners. The findings will serve as the basis for designing a training program that will equip educators with the necessary skills and strategies to optimize modular instruction. By addressing the gaps in teaching practices, this study seeks to contribute to the continuous improvement of Filipino language instruction, ultimately enhancing learners' learning experiences and academic performance. Given this educational shift, it is crucial to evaluate the actual effectiveness of instructional strategies applied within these ADMs. This study, titled Modular Instruction in Teaching Filipino 4 in Bangar District: Basis for an Enhancement of Teachers' Guide, is anchored on this need. By assessing the effectiveness of explicit teaching strategies used within modular instruction and identifying the problems encountered in its implementation, this research responds directly to the intent of DepEd's ADM policy: to deliver flexible yet effective instruction to all learners. Furthermore, the development of an Enhanced Teachers' Guide based on the study's findings aligns with DepEd's goal of continuous improvement in learning delivery systems, ensuring that modular instruction is not only accessible but also pedagogically sound.

Statement of the Problem - This study looked into the implementation of modular instruction for Filipino 4 of Bangar District, Bangar, La Union for the School Year 2024-2025. The result of the study was an enhanced teachers' guide to have a better teaching and learning process. Specifically, it sought to answer the following questions:

- What is the profile of Grade 4 Filipino teachers along; a. Age; b. Sex; c. Civil status; d. Highest educational attainment; e. Length of service; and f. Number of relevant trainings attended?
- What is the level of effectiveness of the explicit teaching strategy in modular instruction for Filipino 4 teachers?
- What is the degree of the problems encountered in the conduct of modular instructions in teaching Filipino 4?
- What teachers' guide will be developed to enhance the modular instruction of Filipino 4?

2. Framework of the Study

This study is anchored on established educational theories that support the principles of modular instruction and explicit teaching strategies, particularly in the context of teaching Filipino 4. Grounded in the Cognitive Load Theory, Constructivist Learning Theory, Keller's Personalized System of Instruction, Experiential Learning Theory, Sociocultural Theory, Gradual Release of Responsibility (GRR) Model, Bloom's Taxonomy, Social Learning Theory, Self-Determination Theory (SDT), and Concept-Oriented Reading Instruction (CORI), the framework emphasizes the importance of clear, structured, and learner-centered approaches in enhancing student comprehension and performance. These theories collectively provide a lens through which the challenges, effectiveness, and instructional improvements observed in the modular delivery of Filipino lessons can be systematically examined. By integrating these theoretical foundations, the study seeks to offer a pedagogically sound basis for developing an enhanced teachers' guide that addresses both the strengths and gaps in current modular instructional practices.

Cognitive Load Theory - Cognitive Load Theory posits that learners have a limited working memory capacity. Explicit instruction, by breaking down information into manageable chunks and providing clear guidance, helps reduce cognitive overload, making it particularly effective in modular learning environments where students often

study independently. By structuring content explicitly, teachers can facilitate better understanding and retention, which is crucial in modular instruction where direct teacher support is limited.

Constructivist Learning Theory - Constructivist Learning Theory emphasizes that learners construct knowledge through experiences and reflections. In modular instruction, students engage with materials independently, constructing understanding through self-paced activities. Modules designed with constructivist principles encourage active learning, critical thinking, and the application of knowledge, aligning with the goals of modular instruction.

Behaviorist Theory and the Keller Plan - Rooted in behaviorist theory, the Keller Plan advocates for self-paced, mastery-based learning using modular materials. This approach aligns with modular instruction by allowing students to progress upon demonstrating mastery, reinforcing learning through repetition and feedback. Behaviorist strategies in modular instruction emphasize observable outcomes, with modules designed to reinforce desired behaviors and knowledge through structured practice.

Experiential Learning Theory - Experiential Learning Theory focuses on learning through experience, which is integral to modular instruction, where students often engage in activities that require reflection and application. Modules that incorporate real-life tasks and reflective exercises enable students to connect theoretical knowledge with practical application, enhancing learning outcomes.

Sociocultural Theory and Scaffolding - Vygotsky's sociocultural theory emphasizes the fundamental role of social interaction in cognitive development. Scaffolding, derived from this theory, involves providing support structures to facilitate learning. In modular instruction, scaffolding can be embedded within modules through guided questions, examples, and prompts that assist learners in building understanding. By incorporating scaffolding techniques, modules can cater to diverse learner needs, gradually reducing support as competence increases, which is essential in self-directed learning environments.

Gradual Release of Responsibility (GRR) Model - The GRR model outlines a structured approach to teaching that transitions responsibility from the teacher to the student. This method supports modular instruction by guiding learners from teacher-led instruction to independent practice, aligning with explicit teaching strategies. The GRR model consists of four phases: "I do" (teacher modeling), "We do" (guided practice), "You do it together" (collaborative learning), and "You do it alone" (independent practice). This progression ensures that students develop the necessary skills and confidence to learn independently, which is essential in modular learning environments.

Bloom's Taxonomy - Bloom's Taxonomy provides a hierarchical classification of cognitive skills that can guide the development of modular content and assessments. It ensures that learning objectives progress from basic knowledge acquisition to higher-order thinking skills. By structuring modules to address various cognitive levels—such as remembering, understanding, applying, analyzing, evaluating, and creating—educators can design comprehensive learning experiences that promote critical thinking and deeper understanding.

Social Learning Theory - Bandura's theory emphasizes the importance of observational learning, imitation, and modeling, which are integral to explicit teaching strategies. Incorporating examples and demonstrations in modules can enhance learning outcomes. In modular instruction, including videos or scenarios where learners observe modeled behaviors or problem-solving processes can facilitate understanding and skill acquisition, especially when direct teacher interaction is limited.

Self-Determination Theory (SDT) - Self-Determination Theory focuses on intrinsic motivation and the fulfillment of basic psychological needs: autonomy, competence, and relatedness. Modular instruction can be designed to support these needs, enhancing student engagement. By allowing students to work at their own pace (autonomy), providing appropriately challenging tasks (competence), and incorporating collaborative activities (relatedness), modular instruction can foster a more motivated and self-directed learning environment.

Concept-Oriented Reading Instruction (CORI) - Concept-Oriented Reading Instruction integrates reading strategy instruction with content-area learning, promoting motivation and engagement. This approach aligns with modular instruction by combining explicit teaching of reading strategies with thematic content. Modules designed using CORI principles can enhance students' reading comprehension and content knowledge by connecting reading activities to meaningful concepts and real-world applications, thereby increasing motivation and learning outcomes.

Scope and Delimitations of Study - This study focused on modular instruction of Filipino 4 teachers in Bangar District. It is delimited to the profile of teachers teaching Filipino 4, the level of effectiveness of explicit teaching strategy in modular instruction, and problems encountered in modular instruction were also taken into consideration, so that the teachers 'guide could be developed.

3. Method

Study Design - This study employed a descriptive-evaluative research design, utilizing quantitative methods to assess the effectiveness of explicit teaching strategies in modular instruction for Filipino 4, the degree of problems encountered, and the profile of teachers involved in the delivery of instruction. Descriptive-evaluative research is particularly suitable for identifying existing conditions, measuring the effectiveness of implemented strategies, and providing a data-driven foundation for developing intervention programs, such as the proposed Enhancement Teachers' Guide. The design aligns with Creswell and Creswell's (2018) approach to systematic evaluation, where researchers collect data to describe phenomena and evaluate instructional practices, drawing conclusions based on evidence. This study gathered data using a researcher-made survey questionnaire, which was validated by experts in the field of education. The questionnaire measured: the level of effectiveness of explicit teaching strategies based on key instructional indicators; the seriousness of problems encountered in modular instruction; and the demographic and professional profile of Grade 4 teachers involved in Filipino 4 instruction. By combining the results of the study in its quantitative side, the study ensures a more comprehensive understanding of the subject, which serves as a basis for an enhanced teachers' guide tailored to the needs of teachers.

Research Instrument - The research instrument used in this study was a researcher-made questionnaire, which was designed to gather data regarding the effectiveness of explicit teaching strategies, the seriousness of problems encountered, and the demographic profile of the Filipino 4 teachers participating in the study. The questionnaire aimed to collect specific information about the teachers' experiences in modular instruction for Filipino 4, based on their perceptions and observations. The instrument was carefully crafted to ensure clarity, relevance, and reliability.

The survey questionnaire was divided into four sections: Demographic Profile of Teachers, which was intended to collect basic demographic data about the respondents. The questions were designed to gather information on variables such as: Age, Sex, Civil Status, Highest Educational Attainment, Length of Service, and Number of Relevant Trainings Attained. These demographic variables were expected to provide insight into how the personal and professional characteristics of teachers could influence their teaching practices, especially when using modular instruction in Filipino 4; Level of Effectiveness of Explicit Teaching Strategies: This assessed the teachers' perceptions of the explicit teaching strategies used in the modular instruction for Filipino 4. Teachers were asked to rate the effectiveness of strategies such as: Clarity of learning objectives, Structure and organization of lessons, Use of scaffolding and support materials.

Active student engagement and participation, and Feedback mechanisms and monitoring student progress; and Degree of Problems Encountered in Modular Instruction which explored the challenges and obstacles that teachers faced while implementing modular instruction for Filipino 4. Teachers were asked to rate the seriousness of various problems, including: Incomplete or missing modules, Poor quality of printed materials, Lack of clear instructions, Difficulty in self-learning without teacher assistance, Lack of motivation among students, Limited

access to learning resources, and Delays in checking and returning modules.

Validity and Reliability of the Instrument - To ensure that the questionnaire was valid, a panel of five subject matter experts and education specialists reviewed the instrument, comprising three school principals and two master teachers. These experts were selected for their knowledge of the Filipino 4 curriculum, modular instruction, and assessment strategies. The experts assessed the clarity, relevance, and cultural appropriateness of the questions. Based on their feedback, minor revisions were made to improve the instrument. Each expert was asked to evaluate every item using a 5-point scale. Their feedback was used to compute the Content Validity Index (CVI). Additionally, the instrument was pilot-tested in the Luna 2 district, specifically with 20 teachers who were not part of the final study sample. This pilot test helped identify any ambiguities or issues with the questionnaire's structure and clarity. The reliability of the instrument was established through Cronbach's alpha testing, with a result of 0.91, indicating that the research instrument has excellent internal consistency. This means that the items in the questionnaire reliably measure the constructs they are intended to assess, such as the effectiveness of explicit teaching strategies, the seriousness of problems encountered in modular instruction, and the teacher profile, which demonstrated a high level of internal consistency, ensuring that the responses were reliable and valid.

Table 1 presents the validity results of the research instruments based on expert evaluation. The validity analysis of the research instrument using Lawshe's Content Validity Ratio (CVR) shows that all indicators used in the questionnaire achieved a CVR score of 0.60 or higher, which is the minimum required threshold for five (5) expert raters. This indicates that the instrument possesses strong content validity across all three major domains. For the Number of Relevant Trainings Attained, the single indicator under this area received a CVR of 1.00, signifying that all experts considered it essential. This confirms that the item effectively captures relevant information about the training background of Grade 4 Filipino teachers.

Table 1
Validity Results of the Research Instrument Based on Expert Evaluation

Indicator	Number of Experts (N = 5)	Experts Indicating Essential	Content Validity Ratio (CVR)	Interpretation
A. Number of Relevant Trainings Attained	5	5	1	Valid
B. Level of Effectiveness of Explicit Teaching Strategy				
Clarity of Learning Objectives	5	5	1	Very Valid
Structure and Organization of Lessons	5	5	1	Very Valid
Use of Scaffolding and Support Materials	5	5	1	Very Valid
Active Student Engagement and Participation	5	4	0.6	Valid
Feedback and Monitoring of Student Progress	5	5	1	Very Valid
Application and Mastery of Learning	5	5	1	Very Valid
Student Learning Outcomes	5	5	1	Very Valid
C. Degree of Problems Encountered in Modular Instruction				
Access to Modules and Resources	5	5	1	Very Valid
Instructional Quality and Comprehensibility	5	5	1	Very Valid
Learner Motivation and Parent Involvement	5	4	0.6	Valid
Assessment Accuracy and Academic Integrity	5	5	1	Very Valid
Learning Environment and Internet Connectivity	5	5	1	Very Valid
Weighted Average Mean	5	4.92	0.95	Very Valid

A CVR of 0.95 indicates a very high level of content validity. This means that the items in the instrument are highly representative of the constructs under investigation, particularly: The effectiveness of explicit teaching strategies in modular instruction, The problems encountered during the implementation of modular instruction, and the profile characteristics of Grade 4 Filipino teachers. According to Lynn (1986), a CVR of 0.60 or higher is considered acceptable; anything above 0.90 is regarded as excellent in ensuring that the instrument has strong content coverage and relevance.

Overall, the instrument can be considered valid for assessing the teachers' training background, the effectiveness of their explicit instructional strategies, and the severity of problems encountered in modular learning. The inclusion of expert judgment ensures that the items are aligned with educational standards and reflective of

the real classroom and home learning experiences of Filipino Grade 4 learners.

Data Collection Procedures - To formally start the study and collect data, a letter of request for the administration of the questionnaire was addressed to the Schools Division Superintendent of the La Union Schools Division. Then, upon approval of the request, the researcher distributed the questionnaires to the different respondents. The survey was administered to the target respondents, Grade 4 Filipino teachers in all schools within the Bangar District. The data collection was conducted during the school year, ensuring that the respondents had enough time to reflect on their experiences with modular instruction. The questionnaires were distributed and collected in person by the researcher. The data collection process took approximately two weeks, during which respondents were given adequate time to complete the survey. To ensure a high response rate, reminders were sent, and support was provided to teachers who faced challenges in completing the survey. Ethical guidelines were strictly followed during the data collection process. Teachers were informed about the purpose of the study, and their participation was voluntary. Informed consent was obtained from all respondents before they completed the survey, ensuring that they understood their rights, including confidentiality and the option to withdraw from the study at any time without penalty. No personal identifiers were used in the data to ensure anonymity. Upon completion of the data collection, the responses were coded and entered into Microsoft Excel for analysis. Descriptive statistics, such as mean, percentage, and weighted mean, were used to analyze the data and generate a comprehensive understanding of the effectiveness of the teaching strategies and the seriousness of the problems encountered by the teachers. The results were interpreted and used to inform the recommendations for the proposed Enhancement Teachers' Guide.

Data Analysis - The data analysis plan begins by examining the demographic profile of the respondents, followed by an assessment of teaching strategies in modular instructions and the problems encountered during this period. Responses from the questionnaire were tabulated and analyzed using Microsoft Excel for descriptive statistics. For the demographic profile, frequency counts, percentages, and ranks were used to treat the data. To analyze teaching strategies and challenges faced with modular instruction, frequency counts and means were applied. To statistically describe the effectiveness level of teaching strategies in modular instruction, quantified data was categorized into five levels ranging from "Not Effective" to "Very Highly Effective." Scores between 4.21 and 5.00 indicate that a strategy is very highly effective, while scores between 3.41 and 4.20 suggest it is highly effective. Scores in the range of 2.61 to 3.40 are considered moderately effective, scores from 1.81 to 2.60 indicate slightly effective strategies, and scores between 1.00 and 1.80 suggest that a strategy is not effective. Similarly, to assess the degree of seriousness of problems encountered in modular instruction, data was categorized into five levels ranging from "Not Serious" to "Very Highly Serious." Scores between 4.21 and 5.00 indicate that a problem is very highly serious, while scores between 3.41 and 4.20 suggest it is highly serious. Scores in the range of 2.61 to 3.40 are considered moderately serious, scores from 1.81 to 2.60 indicate slightly serious problems, and scores between 1.00 and 1.80 suggest that a problem is not serious. These statistical treatments allowed for a detailed analysis of the effectiveness and challenges associated with modular instruction during the new normal period.

4. Results and Discussion

This section presents and interprets the findings of the study in answer to the problems postulated in Chapter 1. The presented tables show the manner in which the respondents reacted to the sets of questionnaires that were floated.

4.1 Personal Profile of the Respondents

This part shows the personal profile of respondents of the teachers. The profiles considered for the teachers in this study were age, sex, civil status, highest educational attainment, length of service, and number of trainings attended.

Age - As can be gleaned from Table 2, the data reveal that many of the teachers handling Filipino 4 in the Bangar District fall within the age range of 36 to 55 years old, comprising 72.73% of the respondents. Specifically, 40.91% are aged 46–55, while 31.82% are between 36–45 years old. This means a workforce composed primarily of mid-career and senior teachers, who bring with them a wealth of teaching experience. The presence of experienced teachers provides an opportunity to establish mentorship programs where seasoned educators can guide younger teachers, fostering a collaborative environment for sharing best practices. However, the predominance of mid-career to senior teachers might rely on traditional teaching methods and could face challenges adapting to modular instruction, especially if it involves digital components, and there may be a need for targeted professional development programs to equip these teachers with the necessary skills and knowledge to effectively implement modular instruction.

Table 2
Profile of the respondents

Variables	Frequency	Percentage	Rank
Age			
25 years old and below	2	9.09	4
26-35 years old	3	13.64	3
36-45 years old	7	31.82	2
46-55 years old	9	40.91	1
56 years old and above	1	4.55	5
Total	22	100.00	
Sex			
Male	2	9.09	2
Female	20	90.91	1
Total	22	100.00	
Civil Status			
Single	1	4.55	2
Married	21	95.45	1
Total	22	100.00	
Highest Educational Attainment			
with Doctorate units	2	9.09	4
M.A. Graduate	7	31.82	2
With M.A. Units	10	45.45	1
BEED/BSEEd/BSIE/BSE Graduate	3	13.64	3
Total	22	100.00	
Length of Service			
5 years and below	2	13.64	4.5
6-10 years	7	9.09	2
11-15 years	8	31.82	1
16-20 years	3	36.36	3
21 years and above	2	13.64	4.5
Total	22	100.00	
Number of Relevant Trainings			
Division			
1-2	3	13.64	
3-4	1	4.55	
District			
1-2	7	31.82	
School			
1-2	2	9.09	

Conducted in the Santa Cruz District revealed that teachers faced challenges such as communication barriers, assessment authenticity, and technological limitations during the pandemic. The study recommended interventions like enhanced teacher training and curriculum development to address these issues (Anzaldo, 2021). On the other hand, the relatively smaller proportion of younger teachers aged 35 and below, at only 22.73%, indicates a potential gap in generational diversity and may have implications for adaptability to newer, technology-based instructional strategies such as modular learning. These demographic insights are crucial in designing a Teacher's Guide that addresses both the strengths of experienced educators and the need for professional development in current pedagogical approaches.

Sex - As shown in the table, the composition of teachers based on sex in the study shows that female teachers (90.91%) overwhelmingly outnumber male teachers (9.09%) in teaching Filipino 4 through modular instruction in Bangar District. This gender imbalance mirrors the larger national and global trends where teaching, especially at the elementary level, is a female-dominated profession. In fact, the Philippine Statistics Authority (PSA, 2022) confirms that public school teaching is female-led, with about 87% of teachers being women. In the context of teaching Filipino, a subject rich in literature, communication, and nurturing linguistic skills, the high number of female teachers may naturally reinforce the emotional, expressive, and relational skills that female educators are often noted for. A predominantly female teaching staff may bring heightened awareness to gender-sensitive issues, potentially leading to the development of more inclusive and equitable modular instruction materials. They tend to create nurturing, collaborative, and communicative learning environments, which can be particularly beneficial in language and modular instruction. This could mean that Filipino 4 modules might be designed or delivered with a greater focus on empathy, inclusivity, and student well-being. Morales (2022) identified that in modular instruction, women teachers employed more varied pedagogical strategies such as storytelling, guided reflections, and creative worksheets, compared to their male counterparts, who leaned toward task-driven modules. However, without deliberate efforts to challenge existing norms, there is a possibility that traditional gender roles could be inadvertently reinforced in teaching practices and materials. Studies have shown that educational content can perpetuate gender biases if not critically examined. Further, students may develop gendered perceptions about the teaching profession and about language-related fields being “female” domains.

Civil Status - The data reveal that a significant majority of the teachers handling Filipino 4 in Bangar District are married, accounting for 95.45% of the respondents, while only 4.55% are single. This means that the teaching workforce in the district is largely composed of individuals with established family responsibilities. This finding reflects a typical pattern seen in many districts in the Philippines, where married individuals dominate the teaching profession, especially at the elementary level. Teaching is often viewed as a stable career path that complements family life and responsibilities, which may explain the high number of married teachers. The high proportion of married teachers may contribute to a stable and committed teaching environment, as marital status is often associated with greater personal and professional stability. Being married is often associated with greater personal stability, which can translate into long-term commitment to the profession. Married teachers may be more likely to stay in one district or school for a longer period, providing continuity and stronger relationships with students and the community.

Recent studies support these findings, indicating that married teachers tend to experience greater dedication to their profession. In the study of Morales (2022), he out that found that married teachers faced greater stress and burnout during modular distance learning because they had to balance teaching with family demands while Andaya (2020) reported that married Filipino teachers tend to show greater career satisfaction and dedication but also experience higher emotional exhaustion compared to their single counterparts. However, it also implies potential challenges in balancing family obligations with the demands of modular instruction, particularly during the height of distance learning modalities. Married teachers often juggle multiple roles as educators, parents, and spouses. This can sometimes result in work-life balance struggles, especially during demanding setups like modular instruction. Guzman et al. (2021) emphasized that teachers' marital status affected their time management, especially in modular learning setups, where home responsibilities sometimes conflicted with school tasks. Therefore, institutional support systems, such as flexible scheduling, mental health programs, and time management training, are essential to help married teachers maintain their effectiveness and well-being in delivering modular instruction.

Highest Educational Attainment - The data reveal that most of the teachers teaching Filipino 4 in Bangar District have pursued graduate-level education. Specifically, 45.45% of teachers have earned Master’s degree units, while 31.82% have already completed their Master’s degrees. Meanwhile, 13.64% hold only a Bachelor’s degree, and a notable 9.09% are pursuing Doctorate units. This educational profile means that a highly qualified and academically prepared teaching workforce is implementing the modular instruction in Filipino 4. Pursuing graduate and postgraduate studies is associated with improved content mastery, pedagogical skills, and research

orientation, all of which are critical in developing and delivering effective modular materials. Further, the findings indicate that the teaching workforce is highly educated, suggesting a strong foundation in content mastery, pedagogical strategies, and curriculum development. Such qualifications are critical in the effective implementation of modular instruction, where the ability to create, adapt, and contextualize learning materials is essential. The findings imply that teachers have Master's units or advanced degrees implies that learners are likely benefiting from enhanced content knowledge and instructional strategies, are better equipped to develop, adapt, and evaluate modules, especially in response to the changing demands of modular instruction and distance learning, and can foster innovation, research-based practices, and school leadership initiatives aimed at improving instruction quality, not just in Filipino but across learning areas.

In general, the presence of a highly educated teaching force presents significant opportunities for sustained instructional improvement and professional leadership within the district. Recent studies corroborate this observation, emphasizing that teachers with higher educational attainment demonstrate greater instructional adaptability, resilience, and commitment to educational innovation, particularly during modular and distance learning modalities. In the study of Castillo and Dizon (2022) found that teachers with graduate education demonstrated higher levels of instructional adaptability, especially under modular learning modalities. Likewise, Samson and Fabillar (2021) emphasized that graduate education strongly correlates with teachers' ability to create, contextualize, and customize learning materials, which is crucial during modular instruction. In addition, Bernardo et al. (2021) observed that public school teachers pursuing or holding Master's degrees showed greater resilience, resourcefulness, and commitment to delivering quality education amid pandemic challenges.

Length of Service - Along the length of service, the data indicate that many teachers handling Filipino 4 in Bangar District have between 11 to 15 years of teaching experience (36.36%), followed closely by those with 6 to 10 years of service (31.82%). A smaller number have served for 5 years and below (13.64%) or 21 years and above (13.64%), while 16–20 years of service was noted among 13.64% as well. This distribution means that a large proportion of the teaching force is composed of mid-career professionals, those who have surpassed the early years of their career and have accumulated substantial teaching experience but are still actively engaged in adapting to new instructional demands, such as modular instruction. Their accumulated expertise equips them with advanced classroom management skills, curriculum adaptation abilities, and a deeper understanding of learners' needs, all of which are essential for the effective delivery of modular instruction. The data imply that teachers with more than a decade of service are often proficient in lesson planning, curriculum adjustment, and individualized instruction, which are critical for the success of modular learning approaches. Further, mid-career teachers are typically at a stage where continuous professional development is highly impactful. Their experience allows them to effectively apply advanced strategies learned through training.

Recent studies support these findings, asserting that mid-career teachers demonstrate higher levels of pedagogical resilience, innovation, and engagement in professional development activities essential for the success of flexible learning modalities Rivera and Matriano (2022) emphasized that teachers with 6–15 years of experience exhibit a blend of pedagogical expertise and technological adaptability, making them highly effective in modular and hybrid learning contexts. Likewise, Lopez and Mendoza (2021) found that mid-career teachers were more willing to innovate and adjust instructional strategies, compared to both novice and senior teachers, especially under pandemic-induced educational reforms. Thus, the presence of an experienced and adaptable teaching force in Bangar District serves as a critical asset in sustaining the quality and effectiveness of modular education programs.

Number of Trainings Attended - The data show that teachers handling Filipino 4 in Bangar District have participated in a limited number of relevant trainings across various administrative levels. At the Division level, 13.64% of teachers attended one to two trainings, while only 4.55% attended three to four trainings. At the District level, a larger proportion, 31.82%, participated in one to two trainings, and at the School level, 9.09% of teachers likewise reported attending one to two trainings. These results mean that while there have been some efforts to provide professional development opportunities, the frequency of attendance remains relatively low, particularly

at the School and Division levels. This limited exposure may affect the teachers' full readiness to implement modular instruction effectively, especially when adapting teaching methods, designing contextualized modules, and addressing diverse learner needs. The findings imply the urgent need to intensify and diversify training programs at all levels, ensuring that teachers are well-equipped with updated strategies, skills, and best practices for modular learning. Regular, relevant, and targeted training is crucial to enhancing teacher competency, confidence, and instructional creativity.

Recent studies confirm that the success of modular instruction heavily depends on the teachers' continuous professional development and exposure to innovative pedagogical approaches, Ocampo and Valerio (2022), their study revealed that sustained professional development significantly improved teachers' instructional practices, critical thinking facilitation, and curriculum adaptation skills, regardless of teaching modality. They emphasized that ongoing training was critical to developing flexible and effective pedagogical approaches. Further, Pascual and Garcia (2021) found that participation in professional learning communities (PLCs) increased teacher collaboration, promoted best practice sharing, and positively influenced teaching strategies. Regular training embedded in PLCs led to better learner-centered instruction. Thus, sustained investment in relevant training programs is essential for strengthening the modular education system and ensuring the delivery of quality learning experiences to students.

4.2 Level of Effectiveness of Explicit Teaching Strategy in Modular Instruction

The table shows the level of effectiveness of the explicit teaching strategy in modular instruction as perceived by Filipino 4 teachers. Based on the data provided, the implementation of explicit teaching strategies in modular instruction for Filipino 4 has been assessed as "Very Highly Effective," with an average weighted mean of 4.49. This indicates that learners perceive the instructional approach as significantly beneficial across various dimensions, including clarity of learning objectives, structured lesson organization, scaffolding support, active engagement, feedback mechanisms, application of learning, and overall student outcomes. This means that the high ratings across all evaluated components such as means that explicit teaching strategies effectively facilitate student understanding and engagement in a modular learning environment. The clarity in learning objectives and structured lesson progression aids in setting clear expectations and building upon prior knowledge.

Table 3

Level of effectiveness of explicit teaching strategy in modular instruction for Filipino 4 teachers

Indicators	Mean	Descriptive Equivalent	Rank
A. Clarity of Learning Objectives			
The learning objectives are clearly stated at the beginning of each module.	4.24	Very Highly Effective	3.5
The lessons explicitly outline what I need to know and do.	4.02	Highly Effective	5
The teacher clearly communicates the expectations for each module.	4.32	Very Highly Effective	2
The teacher understands the purpose of each activity before completing it.	4.24	Very Highly Effective	3.5
The module provides clear explanations of key concepts before asking me to apply them.	4.46	Very Highly Effective	1
B. Structure and Organization of Lessons			
The lessons are arranged in a logical sequence, making learning easier.	4.66	Very Highly Effective	2.5
New topics build upon previous lessons to enhance understanding.	4.18	Highly Effective	5
Lessons begin with simple concepts and gradually progress to more complex ideas.	4.56	Very Highly Effective	4
There are step-by-step explanations before asking me to answer exercises.	4.88	Very Highly Effective	1
The module includes a summary or review section after each lesson.	4.66	Very Highly Effective	2.5
C. Use of Scaffolding and Support Materials			
The module provides examples before requiring me to complete similar exercises.	4.1	Highly Effective	4.5
I am given hints or guiding questions to help me understand difficult concepts.	4.22	Very Highly Effective	3

The lessons include visual aids like illustrations, diagrams, and charts to improve comprehension.	4.88	Very Highly Effective	2
The teacher provides additional explanations when needed.	4.9	Very Highly Effective	1
I receive supplemental materials like videos, guides, and answer keys to enhance learning.	4.1	Highly Effective	4.5
D. Active Student Engagement and Participation			
The module includes activities that require my active participation.	4.2	Highly Effective	3.5
I am encouraged to think critically about what I am learning.	4.56	Very Highly Effective	2
I have opportunities to ask questions and seek clarification.	4.2	Highly Effective	3.5
I complete the tasks independently after reading the module's explanations.	4	Highly Effective	5
I feel motivated to continue learning because the lessons are engaging.	4.68	Very Highly Effective	1
E. Feedback and Monitoring of Student Progress			
I receive timely feedback on my performance.	4.2	Highly Effective	5
The module includes self-check activities to monitor my understanding.	4.54	Very Highly Effective	4
My teacher provides guidance and correction when I make mistakes.	4.78	Very Highly Effective	1.5
I receive explanations for incorrect answers in assessments.	4.66	Very Highly Effective	3
The teacher regularly checks on my progress and assists me when needed.	4.78	Very Highly Effective	1.5
F. Application and Mastery of Learning			
I am able to apply what I learned in real-life situations.	4.34	Very Highly Effective	4
The module includes real-world examples to make concepts easier to understand.	4.34	Very Highly Effective	4
I can remember and recall important concepts even after completing the module.	4.56	Very Highly Effective	2
The activities allow me to practice what I learned multiple times.	4.6	Very Highly Effective	1
I feel more confident in answering assessments after completing the lessons.	4.34	Very Highly Effective	4
G. Student Learning Outcomes			
The explicit teaching strategy helps me learn better.	4.8	Very Highly Effective	4.5
I can complete my tasks independently after going through the module.	4.88	Very Highly Effective	1.5
The structured nature of the lessons makes it easier for me to follow along.	4.62	Very Highly Effective	5
I find the modular approach effective in helping me understand new topics.	4.8	Very Highly Effective	4.5
I believe I am learning effectively despite the absence of face-to-face instruction.	4.88	Very Highly Effective	1.5
Average Weighted Mean	4.49	Very Highly Effective	

The use of scaffolding, such as providing examples and visual aids, supports learners in grasping complex concepts. Active engagement through participatory activities and timely feedback mechanisms further reinforces learning and allows for self-assessment and correction. In like manner, the findings imply that explicit teaching strategies can significantly enhance the effectiveness of modular instruction, particularly in subjects like Filipino 4. Educators may consider integrating these strategies to Improve student comprehension and performance. The success of such approaches also underscores the importance of teacher training in explicit instruction techniques to maximize their potential benefits. Likewise, the positive outcomes associated with explicit teaching strategies may be extrapolated to other subjects and educational levels. This involves a broader applicability of explicit instruction in modular learning contexts, potentially benefiting a wide range of learners by providing clear, structured, and supportive educational experiences. This is in corroboration with the study by Manlangit, Pagaduan, and Saplala (2021) found that explicit instruction significantly improved student comprehension and engagement in language learning. Similarly, research by Salpocial and Palma (2023) demonstrated that effective teaching, characterized by clear and structured instruction, positively correlates with student self-regulation and study habits in learning Filipino.

Specifically, the indicators with the highest means are as follows: I can complete my tasks independently after going through the module (4.88); I believe I am learning effectively despite the absence of face-to-face instruction

(4.88); and the teacher provides additional explanations when needed (4.90). These high ratings emphasize that the modular instruction, when enhanced with explicit teaching strategies, effectively builds learner independence, fosters self-confidence in learning, and maintains strong teacher support. Learners feel empowered to complete tasks without direct supervision and continue to learn efficiently in a distance learning setting, which speaks highly of the instructional clarity and guidance provided. These findings imply that the core strengths of explicit instruction lie in its structured approach, which encourages self-directed learning and compensates for the lack of face-to-face interaction. Teachers must maintain this level of accessibility and provide personalized support, ensuring that the learning process remains student-centered even in modular formats. According to Salpocial and Palma (2023), effective teaching that emphasizes structure, feedback, and clarity significantly boosts students' learning independence and self-regulation.

The same study noted that learners perform better and retain knowledge longer when given opportunities to work independently while still having access to timely guidance. In contrary, the indicators with the lowest mean ratings are the following; I complete the tasks independently after reading the module's explanations (4.00); The lessons explicitly outline what I need to know and do (4.02); and the module provides examples before requiring me to complete similar exercises (4.10). While these indicators are still rated as "Highly Effective," they reflect relatively weaker areas. This means that although students benefit from the modules, there is room for improvement in making lesson expectations more explicit, offering better scaffolding through examples, and enhancing student confidence in independently processing information based solely on the module. This highlights a potential gap in the self-explanatory nature of some modules. Learners may need more concrete examples and clearer learning expectations at the outset. Teachers should revise the instructional design to improve the clarity of objectives and enhance scaffolding strategies that prepare learners to work independently. The result is in corroboration with Cabansag (2022) observed similar issues, where students in modular distance learning environments struggled when modules lacked adequate examples or had vague instructions. The study emphasized the need for more guided instruction and instructional scaffolds to help bridge learning gaps, especially for learners with lower academic readiness.

4.3 Degree of Problem Encountered in the Conduct of Modular Instruction

The table displays the degree of the problems encountered in the conduct of modular instructions in teaching Filipino 4 as perceived by the teachers. The data presented reveal that the problems encountered in the implementation of modular instruction for Filipino 4 in Bangar District are predominantly rated as "Very Highly Serious," with an average weighted mean of 4.52. The high severity ratings across various indicators mean that the modular learning approach, while a necessary adaptation during unprecedented times, presents substantial obstacles to effective teaching and learning. The convergence of technical issues, such as poor-quality modules and a lack of digital resources, with socio-economic factors, like parental support limitations and inadequate learning environments, hampers students' ability to engage meaningfully with the curriculum.

Table 4
Degree of the problems encountered in the conduct of modular instructions in teaching Filipino 4

Indicators	Mean	Descriptive Equivalent	Rank
Incomplete or missing modules for some subjects.	4.21	Very Highly Serious	16
Poor quality of printed modules (blurred text, unclear images, missing pages).	4.34	Very Highly Serious	15
Lack of clear instructions in the modules.	4.00	Highly Serious	20
Insufficient examples and explanations in the lessons.	4.42	Very Highly Serious	14
Modules are too difficult to understand without teacher assistance.	4.44	Very Highly Serious	12.5
Lack of face-to-face interaction to explain difficult lessons.	4.56	Very Highly Serious	10.5
Difficulty in self-learning without direct teacher instruction.	4.56	Very Highly Serious	10.5
Lack of motivation to complete the modules.	4.80	Very Highly Serious	8.5
Modules are too lengthy and overwhelming.	4.10	Highly Serious	17.5

Assessments do not fully reflect the student's learning.	4.10	Highly Serious	17.5
Parents have limited knowledge of the lessons to assist students.	4.80	Very Highly Serious	8.5
Parents are too busy with work to guide their children.	4.86	Very Highly Serious	6.5
Parents are the one's answering the modules	4.86	Very Highly Serious	6.5
Lack of access to devices like smartphones and laptops for supplementary learning.	4.90	Very Highly Serious	3.5
Poor or no internet connection at home.	4.90	Very Highly Serious	3.5
Cost of printing additional learning materials is too high.	4.00	Highly Serious	20
Insufficient learning space at home (no proper table, noisy environment)	4.92	Very Highly Serious	2
Unclear grading system for modular instruction.	4.00	Highly Serious	20
Difficulty in monitoring student progress accurately.	4.88	Very Highly Serious	5
Issues with honesty and integrity in answering activities like cheating and plagiarism	4.96	Very Highly Serious	1
Delayed checking and returning of submitted modules.	4.44	Very Highly Serious	12.5
Average Weighted Mean	4.52	Very Highly Serious	

This situation not only affects academic performance but also places additional burdens on teachers and parents, who are integral to the success of modular instruction. The implications of these findings are far-reaching. The compounded challenges may lead to decreased student motivation, increased dropout rates, and widening educational disparities, particularly among learners from marginalized communities. The strain on parents and teachers could also result in burnout and reduced effectiveness in supporting students. Addressing these issues requires a holistic approach that encompasses improving the quality and accessibility of learning materials, providing adequate training and support for educators, and implementing policies that consider the diverse needs of learners and their families. In addition, these findings are reflective of broader national trends in the Philippines, where the shift to modular distance learning during the COVID-19 pandemic has exposed systemic inadequacies in educational infrastructure and support systems.

The challenges identified in teaching Filipino 4 are likely representative of issues encountered across various subjects and educational levels, highlighting the need for comprehensive reforms in distance learning strategies. The findings corroborate with the study by Cabardo et al. (2022) highlighted that teachers faced challenges such as time-consuming preparation of modules, incomplete student submissions, and inadequate parental support in the modular learning setup. Similarly, research by De Ocampo (2023) identified key limitations experienced by students, including insufficient parental knowledge, unavailability of gadgets, and an overwhelming number of activities. These studies emphasize the need for comprehensive support systems to address the multifaceted challenges of modular instruction.

As we deal with the specific indicators, issues such as insufficient learning space at home (4.92), lack of access to devices and internet connectivity (4.90), and concerns regarding academic honesty (4.96) are among the most pressing. Additionally, parental factors, including limited knowledge of lesson content and time constraints due to work commitments, are also identified as significant challenges (4.86). These findings underscore the multifaceted difficulties faced by students, parents, and educators in the modular learning setup. Further, the above indicators imply that modular learning is not simply about delivering printed materials. It requires robust systems in distribution, content clarity, teacher support, parental engagement, and honest assessment practices. Recent studies corroborate these findings. Bustillo and Aguilos (2022) discuss the digital divide in the Philippine countryside, emphasizing that inadequate access to technology and internet connectivity significantly impedes the effectiveness of modular learning. Similarly, Tenedero et al. (2025) identify challenges such as unclear module instructions, lack of parental support, and distractions in the home environment as critical barriers to successful modular instruction. These studies reinforce the urgency of addressing the identified issues to improve educational outcomes.

5. Conclusions

In light of the findings obtained from this study on modular instruction in teaching Filipino 4 in the Bangar District, several conclusions have been drawn that reflect the prevailing conditions, effectiveness of teaching strategies, and the challenges encountered in the implementation process. These conclusions aim to synthesize the insights gained from the analysis of the teachers' profiles, the level of effectiveness of explicit teaching strategies, and the degree of seriousness of the problems faced by learners and stakeholders in the modular learning environment.

Profile of Teachers - Most of the Filipino 4 teachers in the Bangar District are in the mid to late stages of their professional careers, predominantly aged between 46–55 years old, and most are married. The teaching force is female-dominated, and a significant proportion holds graduate-level qualifications, particularly with master's degree units. Most teachers have been in service for over a decade, indicating a well-experienced workforce. However, participation in relevant trainings, particularly at the school and district levels, remains limited, suggesting a potential area for capacity-building initiatives.

2. **Effectiveness of Explicit Teaching Strategy**

The explicit teaching strategy implemented in modular instruction was found to be very highly effective, as evidenced by an overall weighted mean of 4.49. Learners particularly responded well to aspects such as independent task completion, engagement and motivation, and clear structure of lessons, which received the highest mean ratings. These results affirm the value of well-structured and scaffolded learning materials in distance education, especially when teacher presence is limited. Nonetheless, certain components like the availability of supplemental materials and the depth of critical thinking activities scored slightly lower, pointing to areas that require improvement for more holistic learner engagement.

3. **Seriousness of Problems Encountered**

Learners and parents identified a number of very serious problems affecting the implementation of modular instruction. The most pressing issues include limited parental guidance, internet inaccessibility, cheating and academic dishonesty, and inadequate home learning environments. These challenges are external to the teacher's control but significantly impact student performance and the integrity of assessments. The findings highlight a systemic issue where socio-economic and infrastructural limitations hinder the effectiveness of distance learning, despite sound pedagogical approaches.

Recommendations - Based on the salient findings and conclusions of this study on modular instruction in teaching Filipino 4 in Bangar District, the following recommendations are hereby proposed. These aim to strengthen the instructional delivery, address the serious challenges encountered, and maximize the effectiveness of explicit teaching strategies. Furthermore, the insights and results gathered from this research served as a basis for the development of an Enhancement Teachers' Guide, which will support teachers in implementing more structured, responsive, and learner-centered modular instruction.

Teacher Profile Development and Capacity Building - Given that most teachers are experienced and hold graduate-level qualifications, continuous professional development should be encouraged, particularly through targeted training and workshops. It is recommended that the Department of Education and school heads prioritize and expand access to relevant division, district, and school-level trainings focused on modular instruction, assessment strategies, and differentiated learning. Encouraging teachers to pursue further graduate studies or doctoral programs may also enhance their pedagogical expertise and instructional innovation.

Strengthening Explicit Teaching Strategies - While the study revealed that explicit teaching strategies are very highly effective, there is still room for improvement in certain areas. Teachers should be provided with structured modules that integrate critical thinking prompts, scaffolded exercises, and interactive elements, such as videos and

infographics, to enhance student engagement. In addition, modules should consistently include summaries, self-check activities, and clear learning outcomes. Teachers should also be trained to reinforce the use of supportive technologies and supplemental materials that can help learners study independently and more effectively.

Addressing Serious Challenges in Modular Learning Implementation - With many problems rated as very highly serious, particularly lack of parental support, poor internet access, cheating, and inadequate learning environments, it is vital for schools and local government units to collaborate in providing holistic support systems. These may include: home visits to assist struggling learners, distribution of offline learning materials such as printed visual aids to lessen dependence on internet access, initiatives that educate and empower parents on how to assist their children, even with limited academic background, strengthening values education to emphasize academic integrity, and providing school-based zones for module completion for learners who lack conducive home environments.

Development of an Enhanced Teacher's Guide - Based on the challenges and effectiveness identified, the study strongly recommends the development and use of an Enhanced Teacher's Guide for Filipino 4. This guide should incorporate explicit teaching components, practical classroom-based and modular strategies, assessment guidelines, and suggested interventions for common learner difficulties. It should also include strategies for monitoring student progress and providing feedback, even in remote learning contexts.

Policy and Program Support - School administrators and policymakers should use the study's findings as a basis for improving existing modular instruction programs. This may include setting standards for module quality, instituting a more responsive grading system, and monitoring the integrity of assessments. Greater support should also be given to infrastructure development, especially in ensuring all learners have access to learning devices and safe study environments.

Teacher Collaboration and Best Practice Sharing - Schools should promote Professional Learning Communities (PLCs) where teachers collaboratively review and enhance their teaching strategies and module implementation experiences. These groups may focus on: Sharing best practices for explicit instruction in modular settings, discussing classroom and remote teaching adaptations, and co-developing supplemental learning materials such as interactive guides or enrichment activities.

Enhanced Parental Involvement and Orientation - Given the significant role of parents in modular learning and the issues of over-involvement, like answering modules for students, parental orientation programs should be regularly conducted.

Future researchers are encouraged to conduct further studies on the use of modular instruction and explicit teaching strategies across different grade levels, subject areas, and districts to validate and expand upon the findings of this study. They may also explore the long-term effects of enhanced teacher guides on student performance and engagement. Additionally, conducting comparative studies between modular and other instructional modalities, such as blended or digital learning, can provide deeper insights into the most effective approaches for improving literacy and comprehension in Filipino and other core subjects.

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