Effectiveness of Modular Distance Learning Modality in Teaching Physical Education to Senior High School Students in Vicente L. Basit Memorial High School for the SY 2021-2022

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ABSTRACT

This study was conducted to determine the effectiveness of modular distance learning modality in teaching physical education to the senior high school students in Vicente L. Basit Memorial High School for the SY 2021-2022. The statistical software processed the input data and generated it in the form. Assessment was made for the performance of Grade 12 Senior High School students in Physical Education, the perception of the Senior High School students on the effectiveness of modular distance learning in teaching Physical Education in terms of available resources, student engagement, teaching approach, and curriculum design. Descriptive-correlational method and Somers' Delta Correlation Coefficient d were used in the gathering and treatment of data.to determine the significant relationship between the students' performance in Physical Education (PE) and their perception on the effectiveness of modular distance learning modality in teaching PE. Weighted mean was applied in the treatment of data on the challenges of using modular distance learning modality in teaching PE.

The findings revealed that students mostly achieved a grade that was under 80%-85%, indicating a satisfactory academic remark and the tests implicated the relevance of learner insights regarding their current learning mode and curriculum. It also revealed that the most encountered challenges were related to student engagement and available resources in distance learning.

An action plan on potential modular distance learning modality in delivering quality physical education was proposed.

Keywords: Modular distance learning, physical education, student perception

INTRODUCTION

In educational settings prior to the COVID-19 pandemic, a teacher interacts with a class of students in a conventional brick and mortar classroom setting. The class meets for a predetermined period of time, during which the students learn about a range of topics and subjects and frequently gain real-world work experience. Only a small number of colleges, universities and academic institutions used blended learning methods. When the pandemic hit, several institutions were temporarily closed to help contain the spread of the virus and help reduce infection (UNESCO, 2020). In some countries, educational institutions' response to community lockdowns and quarantines prompted the creation of a variety of learning delivery strategies because they were unable to provide on-site instruction.

Similarly, in the Philippines, face-to-face learning engagement of students and teachers within the school has been suspended and has paved the way to the implementation of different learning modalities as an urgent response to ensure continuity of education. Education in the country must continue as Article XIV of the 1987 Philippine Constitution explicitly states that the primary goal of the Philippine educational system is to provide every Filipino learner with high-quality education and to attain the fullest potentials of all individuals to propel the country's national and international goals (Official Gazette of the Republic of the Philippines, n.d.).

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The Department of Education has come up with guidelines to implement online and modular distance learning using printed or offline modules, online tools, and television or radio-based instruction. Schools were also allowed to combine or blend these modalities depending on the capability of the students and their parents (Quiñones, 2020). The most preferred modality among the options in the Basic Education-Learning Continuity Plan (BE-LCP) is modular distance learning (Bernardo, 2020). Based on the Learner Enrolment Survey Form (LESF) gathered, there are 9,424,925 students who chose modular distance learning. Learners cited the lack of available gadgets and internet connection as the main reasons why they preferred modular learning over online learning (Department of Education, 2020).

The main driving force behind the introduction of modules in the teaching learning process lies in the fact that they have roles to help solve key educational problems. This is largely because they satisfy the basic conditions for promoting effective learning and are extremely flexible in implementation. Above all, there is a quick access to materials. The use of Self-Learning Modules (SLMs) packages considers individual differences and permits students to work at their own pace and on their own schedule, which can be beneficial for students who may have other commitments outside of school. This can also allow for greater flexibility in terms of the types of physical activities that students can engage in, as they can complete modules that focus on different types of physical activity (Department of Education, 2020).

METHODOLOGY

This part presents the research method employed in the study.

Method of Research

The study investigated the performance of Grade 11 and 12 Senior High School students in PE for school year 2021-2022; their perception on the effectiveness of modular distance learning in teaching PE along with available resources, student engagement, teaching approach, and curriculum design; the significant relationship between the students' performance in PE and their perception on the effectiveness of modular distance learning modality in teaching PE; and the challenges of using modular distance learning modality in teaching PE.The study utilized descriptive-correlational research design. A survey was also used to collect data. Each respondent was given the same questionnaire to answer. The data gathered from survey questionnaire were tabulated and interpreted by the researcher using different statistical tools with the help of a statistician.

Description of Respondents

The respondents are Grade 11 and 12 students from VLBMHS from the municipality of Daet, Camarines Norte. They were selected through total enumeration of 33 respondents, 20 students from General Academic Strand (GAS) and 13 from TechVoc. Said students took up the subject of Physical Education from the academic year 2021-2022 with a distance learning modality. Based on the Learners Information System, the Grade 12 students' age are ranging from 15-19. 21 are male and 11 are female. All students were residing at Daet, Camarines Norte.

Data Gathering Procedure

The researcher undertook steps in gathering the necessary data needed for the conduct of this study. The researcher secured permission from the Schools Division Superintendent and school principal to administer the survey questionnaire personally to the student respondents. This was done at a scheduled time that will not compromise the major academic activities such as examinations. To gather the necessary data, the researcher asked for permission and assistance from their adviser to gain an understanding of the study. The student respondents were also informed and oriented about the conduct of the survey questionnaire.

As part of data gathering, the researcher formulated and printed out survey questionnaires. The instrument utilized was checked and validated by the experts and researcher's statistician and checked for grammatical and semantical errors to avoid mistakes in terms of giving questions as well as misunderstanding with the indicators. These also aimed at answering the primary research questions as enumerated in primary research question

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of the study. Other resources such as books, journals and other materials also served as secondary data. Moreover, in order to determine the appropriateness of the survey questionnaire, the researcher conducted a dry run with 30 respondents who are not part of the original group of respondents and then used statistical tool called Cronbach alpha to determine the internal consistency of the survey questionnaire. Based on the result, α=0.965, which means that the questionnaire is excellent.

Statistical Treatment of Data

The objectives of this study were attained through the application of appropriate statistical tools. Descriptive and inferential statistics were used in the treatment of data. To quantitatively interpret the result of the statement of the problem about the perception of the students in modular distance learning, the weighted mean was utilized. To determine the performance of Grade 12 Senior High School students in PE for school year 2021-2022, frequency and percentage were used to interpret the data.

On the other hand, Somers' Delta Correlation Coefficient was used to measure the significant relationship between the perception of the students in modular distance learning and the performance of Grade 12 Senior High School students in PE for school year 2021-2022. The weighted mean was used on the challenges of using modular distance learning modality in teaching PE. The Package for the Social Sciences (SPSS) software was used to process the data.

RESULTS AND DISCUSSIONS

This part presents the results of the data analysis in response to the problem covered by this study.

Performance of Grade 12 Senior High School Students in Physical Education SY 2021-2022

The study investigated the performance of Grade 12 Senior High School students in PE for school year 2021-2022. Table 1 showed the Performance of Grade 12 Students in Physical Education. Based on the table, out of 33 respondents of the study, majority of the students achieved a grade that was within 80%-85% (Satisfactory) which constituted 18.5%, followed by the grade within 86%-89% (Very Satisfactory) with 14.8%, grade within 75%-79% (Fair) and 90%-100% (Outstanding) both had 3.7%, and no student got a grade of 74% and below.

Table 1 Performance of Grade 12 Students in Physical Education SY 2021-2022

Grades	Frequency	Percentage (%)
90-100 (Outstanding)	3	3.7
86-89 (Very Satisfactory)	12	14.8
80-85 (Satisfactory)	15	18.5
75-79 (Fair)	3	3.7
74 and below (Did not Meet the Expectations)	0	0
Total	33	100

The grade range "80-85 (Satisfactory)" garnering the highest percentage of 18.5% implied that students were able to adapt to the modular distance learning modality as they promptly complied with academic requirements and engaged in physical activities but that there were still enough room for instructional improvement in order to fully maximize student potential. On the other hand, the grade ranges "90-100 (Outstanding)" and "75-79 (Fair)" garnering the lowest percentage of 9.10 percent implied that a few students were either excelling in the lessons and may need more advanced activities suited to their capabilities, or were struggling with the lessons and may need more assistance from their teachers and parents.

Perception of Senior High School Students on the Effectiveness of Modular Distance Learning in Teaching PE

Tables 2 to 5 present the perception of the Senior High School students on the effectiveness of modular distance learning in teaching Physical Education (PE). The variables used were limited to available resources,

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student engagement, teaching approach and curriculum design. By analyzing their effectiveness, results will help to impart a basis for the analysis of the research problem as it captures the existing knowledge gap to bridge using reliable results or outcomes.

Available Resources. This study considered available resources as part of the variable in Effectiveness of Modular Distance Learning in Teaching PE. Table 2 showed that the indicator "I can access the school library" has the highest weighted mean of 4.18. On the other hand, "I am provided with basic learning supplies" had the lowest rate of 3.36.

Table 2 Perception of Senior High School on the effectiveness of MDL in Physical Education along Available Resources

Indicators	Weighted Mean	Interpretation
I am provided with self-learning modules free of cost	4.12	A
I can borrow electronic devices (i.e. laptops, notepads, smartphones, etc.) from the school to browse digital materials.	3.55	A
I am provided with print materials (i.e. journals, books, magazines, etc.) as supplementary resources.	3.79	A
I am provided with basic learning supplies (i.e. pencils, pad papers, erasers, etc.) by the school.	3.36	NA
I can access the school library for further learning.	4.18	A
Over-all Weighted Mean	3.80	A

Legend:

Strongly Agree (SA)	4.21-5.00
Agree (A)	3.41-4.20
Neither Agree nor Disagree (NA)	2.61-3.40
Disagree (D)	1.81-2.60
Strongly Disagree (SD)	1.00-1.80

The indicator "I can access the school library", being the highest, implied that even in the time of the modular approach, libraries were still accessible and usable for the students in undertaking their research and study. Meanwhile, the lowest indicator "I am provided with basic learning supplies" implied that the schools were not able to produce or provide basic learning supplies for the students. In the time of pandemic, there are a lot of changes in society. The nation experienced a drastic change specifically in the prices of basic commodities wherein most of the people experienced poor living. With this, students started to assess and make an alternative to access resources that would help them cope their everyday task. It was important how the students utilized the availability of the school library in order to help themselves in researching in the traditional way instead of spending too much money on Internet cafes. However, in the conduct of the study, it was evident that students rated low the availability or access to assistance in getting basic learning supplies. Although schools were not able to provide basic school supplies, the result showed that students were provided with print materials. Hence, the lack of necessary print materials was not considered as one of the most encountered challenges faced by the students since they were provided such.

Student Engagement. This study considered the engagement of the students as part of the variable in Effectiveness of Modular Distance Learning in Teaching PE. Table 3 showed that the indicator "I collaborate with peers to complete performance tasks." had the highest weighted mean of 4.09 while "I feel genuinely interested in answering the modules" had the lowest weighted mean of 3.52".

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Table 3 Perception of Senior High School on the Effectiveness of MDL in Physical Education along Student Engagement

Indicators	Weighted Mean	Interpretation
I receive incentives for completing assignments or achieving certain goals.	3.70	A
I collaborate with peers to complete performance tasks.	4.09	A
I feel genuinely interested in answering the modules.	3.52	A
I monitor my own progress by recording activity scores.	3.58	A
I develop good study habits through guidance and modelling of teachers.	4.06	A
Over-all Weighted Mean	3.79	A

Legend:

Strongly Agree (SA)	4.21-5.00
Agree (A)	3.41-4.20
Neither Agree nor Disagree (NA)	2.61-3.40
Disagree (D)	1.81-2.60
Strongly Disagree (SD)	1.00-1.80

The highest rated indicator, “I collaborate with peers to complete performance tasks” showed that collaborating with peers during performance tasks was the best and easiest way to finish their activities on time. Whereas, the indicator “I feel genuinely interested in answering the modules” entailed the lack of motivation which pushed the students to not be attentive and focused upon their academic tasks. Modular distance learning became the key solution in continuing the mode of learning in education during the time of the pandemic. It was indeed hard for teachers and students to cope with this mode of teaching and learning for it did not stabilize focus in terms of discussion and engagement.

Collaborating with peers was one of the best ways for students to further discuss and ask some inquiries that they did not fully understand and it was indeed true since one of the least encountered challenges of the students were demotivation due to the lack of collaboration with their peers. Meaning, they did not consider it as a challenge or problem. On the other hand, this modular learning set-up did not have a proper foundation for some students to motivate them more in answering modules by totally understanding its concepts and ideas first.

Teaching Approach. This study also considered the teaching approach as part of the variable in Effectiveness of Modular Distance Learning in Teaching PE. Table 4 showed that the highest weighted mean of 4.21 was “I can practically apply the lessons to my daily life. On the other hand, the table showed that the one with the lowest weighted mean of 3.03 was “I am visited at home by my teacher to track my progress.

Table 4 Perception of Senior High School on the Effectiveness of MDL in Physical Education along Teaching Approach

Indicators	Weighted Mean	Interpretation
I receive regular feedback and suggestions for improvement.	3.76	A
I get remediation whenever I need further academic guidance.	3.91	A
I can practically apply the lessons to my daily life.	4.21	SA
I am visited at home by my teacher to track my progress.	3.03	NA
I enjoy a conducive learning environment through rapport-building and healthy communication with my teachers and peers.	3.91	A
Over-all Weighted Mean	3.76	A

Legend:

Strongly Agree (SA)	4.21-5.00
Agree (A)	3.41-4.20
Neither Agree nor Disagree (NA)	2.61-3.40
Disagree (D)	1.81-2.60
Strongly Disagree (SD)	1.00-1.80

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The highest rated indicator, "I can practically apply the lessons to my daily life" showed that to study is not only to gather information but to bring it in the life-long journey of every individual. The school was considered as the second home of the students, and teachers were considered as their second parent. Every lesson served as a motivation and a learning to be put and utilized in the daily life of every individual specifically in recreational activities. Lessons can be applied directly or indirectly depending on the situation. On the other hand, the lowest rated indicator, "I am visited at home by my teacher to track my progress" showed that it was sometimes difficult for teachers to often visit their students as there were a lot of things to consider specifically with their transportation and safety. Nevertheless, some students were still in need of frequent visits to further evaluate their status, especially those who were socio-economically disadvantaged. In fact, one of the three most encountered challenges by the students was the lack of regular guidance from the teacher, hence, correlated with the result of this table, that truly, teachers have a difficult time visiting their students

Curriculum Design. This study considered curriculum design as part of the variable in Effectiveness of Modular Distance Learning in Teaching PE. Table 5 indicated that the perception of the student respondents was all positive considering the given indicators, with consideration of unique student needs, interests, and capabilities being the lowest with a weighted mean of 3.64 and appreciation of lesson transitions through different difficulty levels being the highest with a weighted mean of 4.21. The overall weighted mean is 3.92 which falls under Agree (A). The results of this test implicated the relevance of learner insights regarding their current learning mode and curriculum.

Table 5 Perception of Senior High School on the Effectiveness of MDL in Physical Education along Curriculum Design

Indicators	Weighted Mean	Interpretation
I am taught with consideration of my unique needs, interests, and capabilities.	3.64	A
I am properly informed of the standards for grading.	3.79	A
I am given clear directions and appropriate scoring tools (i.e. checklists, rubrics, rating scales).	3.88	A
I appreciate how lessons transition from simple to complex level of difficulty.	4.21	SA
I have classmates coming from all genders, religions, and socioeconomic backgrounds.	4.09	A
Over-all Weighted Mean	3.92	A

Legend:

Strongly Agree (SA)	4.21-5.00
Agree (A)	3.41-4.20
Neither Agree nor Disagree (NA)	2.61-3.40
Disagree (D)	1.81-2.60
Strongly Disagree (SD)	1.00-1.80

School administration, specifically the teachers, had planned and established a good curriculum design that is suited to the student's needs. Further, they are able to make complex lessons simple for the students to have a better understanding of such lessons. Other than that, teachers have also been effective in considering the students' unique educational needs, interests, and capabilities as it suggests that it is one of the least encountered challenges by the students, hence, not considering it as a problem. It helped them to easily identify their strengths and weaknesses. Therefore, this indicates that school administration and teachers has considered the students' specific needs.

Significant Relationship between the Student's Performances in PE and their Perception on the Effectiveness of MDL Modality in Teaching Physical Education

The study also aimed to determine the significant relationship between the students' performance in PE and their perception on the effectiveness of modular distance learning modality in teaching PE. The significant relationship between the student's performance in PE and their perception on the effectiveness of MDL modality

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in Teaching Physical Education was tested using Somers' Delta Coefficient (d). Table 6 below shows that the variables considered in the MDL modality in teaching Physical Education such as available resources (d=.157, p-value> .05); student engagement (d=.142, p-value>.05); teaching approach (d=.054, p-value>.05); and curriculum design (d=.060, p-value>.05) were not significantly correlated to the performance in Physical Education of the Senior High School students. Their perceptions on available resources, student engagement, teaching approach and curriculum design were not considered predictors of their PE performance. With this, the hypothesis was not rejected, thus, there was no significant relationship between the variables considered in this study.

Table 6 Test for Significant Relationship Between the Student's Performance and their Perception on the Effectiveness of MDL Modality in Teaching PE

Indicators	Performance in PE		Remarks
	Somers' Delta (d)	p-value	
Available Resources	.157	.352	Not Significant
Student Engagement	.142	.347	Not Significant
Teaching Approach	.054	.729	Not Significant
Curriculum Design	.060	.725	Not Significant

Table 6 portrayed whether there is a significant relationship between learner performance and their perception on the effectiveness of MDL approach in teaching Physical Education. Upon utilizing Somers' Delta Coefficient, the four indicators which were the available resources, student engagement, teaching approach, and curriculum design, were proven to have no significant effect on learner performance, thus, substantiating the hypothesis. The remark, "Not Significant" for all four indicators implied that the perception of the students on the effectiveness of MDL approach in terms of available resources, students' engagement, teaching approach, and curriculum design had nothing to do with their performance. This may be due to the fact that performance was measured using grades, hence, regardless of availability of resources, students' engagement, teaching approach, and curriculum design for as long as students can perform and deliver well, it cannot affect his performance. As it goes, it all depends on the students themselves, individually.

Challenges Encountered by the Senior High School Students in Modular Distance Learning in Teaching Physical Education

The challenges encountered by the Senior High School Students in Modular Distance Learning in Teaching Physical Education was found in Table 7. These data showed the level of seriousness of the challenges faced by the Senior High School Students in Modular Distance Learning in Teaching Physical Education. The three most encountered challenges were, first "I get distracted from my studies by online games and other forms of entertainment" with a weighted mean of 3.88 which implied that the students struggled in a variety of ways as the pandemic progressed such as being distracted from studies by online games and other forms of entertainment; second, "I encounter errors in the self-learning modules in terms of grammar, content, and layout" with a weighted mean of 3.58; this challenge was related to the "available resources" and third, "I find it difficult to comprehend the modules on my own and without the regular guidance of my teacher" with a weighted mean of 3.48, it was also related to the "student engagement" in distance learning.

Table 7 Challenges Encountered by the Senior High School Students in the Modular Distance Learning in Teaching Physical Education

Indicators	Weighted Mean	Interpretation
I find it difficult to comprehend the modules on my own and without the regular guidance of my teacher.	3.48	A
I do not have the necessary print (encyclopedia, books, journals, etc.) and digital (laptops, personal computers, mobile phones, etc.) resources to finish my tasks and engage in supplementary reading.	3.24	NA
I feel demotivated due to the lack of opportunities for collaboration and cooperation with my peers.	3.27	NA

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I have a hard time tracking my progress and rooms for improvement in the modular distance learning setup.	3.27	NA
I believe that the self-learning modules (SLMs) are not tailored to my unique educational needs, interests, and capabilities.	3.27	NA
I feel that there is inadequate parental support because they are often busy with work and other matters.	3.15	NA
I get distracted from my studies by online games and other forms of entertainment.	3.88	A
I struggle with power interruptions and internet connectivity issues in my hometown.	3.21	NA
I encounter errors in the self-learning modules in terms of grammar, content, and layout.	3.58	A
. I experience logistical difficulties regarding the claiming and returning of modules at school. Over-all Weighted Mean	3.24 3.75	NA A

Legend:

Strongly Agree (SA)	4.21-5.00
Agree (A)	3.41-4.20
Neither Agree nor Disagree (NA)	2.61-3.40
Disagree (D)	1.81-2.60
Strongly Disagree (SD)	1.00-1.80

Table 7 represented the Challenges Encountered by the Senior High School Students in the Modular Distance Learning in Teaching Physical Education. The overall weighted mean was 3.75 which fell under Agree (A), suggesting that most of the above-stated indicators served as hurdles for students in learning Physical Education. Indeed, as the pandemic continued, there were changes fulfilled to adapt to the situation.

Based on the table above, the three most encountered challenges were, first "I get distracted from my studies by online games and other forms of entertainment" with a weighted mean of 3.88; this indicator directly relates to the "student engagement" in distance learning, second, "I encounter errors in the self-learning modules in terms of grammar, content, and layout" with a weighted mean of 3.58; this challenge was related to the "available resources" and third, "I find it difficult to comprehend the modules on my own and without the regular guidance of my teacher" with a weighted mean of 3.48, it was also related to the "student engagement" in distance learning.

It was evident that in modular distance learning, students were vulnerable to different kinds of distractions. By this, they tended to lessen the time to focus on reading and studying their modules or lessons in the Google Classroom app. Also, they experienced a lack of educational learning and only made their activities on the date of the deadline without making any effort of understanding the concept well.

On the other hand, the three least encountered challenges by Senior High School Students were, first, "I feel that there is inadequate parental support because they are often busy with work and other matters" with a weighted mean of 3.15 which implied that most of the parents or guardians of all students gave an ample amount of time to check on their child with regards to their performance in this time of modular distance learning, second, "I struggle with power interruptions and internet connectivity issues in my hometown" with a weighted mean of 3.21 which implied that most of the students had a stable electricity supply and Internet connectivity to accomplish their modules, and third, "I do not have the necessary print (encyclopedia, books, journals, etc.) and digital (laptops, personal computers, mobile phones, etc.) resources to finish my tasks and engage in supplementary reading" and "I experience logistical difficulties regarding the claiming and returning of modules at school" with a weighted mean of 3.24 which implied that most of the students had both print and digital resources to attend classes in MDL and that they were able to come to the school for their modules and learning materials.

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Proposed Action Plan on Potential Modular Distance Learning in Delivering Quality Physical Education

The proposed action plan for schools consists of areas for improvements, possible solutions, resources, designated staff, and the timeline. This action plan will be a useful tool for the teachers and management of institutions in order to have successful administration in delivering quality physical education. The contents shown in this plan were based on the results of this study, particularly, from the challenges encountered by the students. It included all the desirable actions that the teachers and schools may utilize in terms of dealing with specific situations. The contents can be discussed with the different institutions within Camarines Norte to give further knowledge to them.

It is important that the school provides the basic learning supplies of students such as pencils, pad papers, and erasers. In order to accomplish this, class advisers and school heads may tap different stakeholders or donors to provide additional resources to less privileged students. This partnership project may be done at the beginning of every school year. Schools that implemented MDL also noticed a decline in the level of motivation and interest of students in answering their self-learning modules. In order to address this, teachers may integrate different styles of activities which consider the multiple intelligences of students.

Teachers may also use positive reinforcements or reward systems as a motivational tool in instruction, in the form of stars or ribbons out of colored papers or other economical materials. Teachers are highly encouraged to conduct home visitation at least twice a month to track the progress of students in MDL. However, there are financial, logistical, and time-related constraints. It is difficult to visit students living in far-flung areas. Also, some of their parents or guardians are not at home due to work. To help our teachers and guidance counsellors to conduct home visitation, the school head may allocate a portion of the MOOE for their fare and other necessary expenses.

Table 8 Proposed Action Plan on Potential Modular Distance Learning Modality in Delivering Quality Physical Education

Areas for improvement	Possible Solutions	Resources	Designated Staff	Timeline
Students' lack of provision of basic learning supplies by the school	Tapping different stakeholders or donors	Pencils, pad papers, pens, erasers, etc.	PE Teachers School head Stakeholders	Every start of the semester
Low motivation and interest of the students in answering the modules	Integrating varied and challenging activities in the modules; Reward System	Expenses necessary for motivational materials	PE Teachers Subject teachers	Weekly
Lack of follow-up or home visitation by the teachers for progress tracking and effective guidance of the students	Communicating with the parents, regular conduct of home visit when in MDL	Transportation	Respective advisers, PE Teachers, School head Guidance counselor	Twice a month
Less regard on the needs, interests, and capabilities of the students	Incorporating differentiated instruction in modules along content, process, and output	Printer, paper	PE Teachers School head Guidance Counselor	Every start and end of the semester
Errors in the learning modules in terms of grammar, content, and layout	Quality-checking and proofreading of modules before printing and distribution	Proofreader, printer, paper	Respective advisers School head Guidance Counselor	Before the start of the semester

It was also challenging to take utmost consideration of the unique needs, interests, and capabilities of a diverse set of students in MDL. As such, teachers must incorporate differentiated instruction in modules along content,

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process, and output. The formulation of evaluation or assessment tools must also go beyond the traditional pen-and-paper examination and instead promote performance tasks according to the profile of students. Such profiling in the form of diagnostic tests and questionnaires may be conducted by respective advisers and guidance counsellors every start and end of the semester. Finally, some students reported errors in their modules, particularly about grammar, content, and layout. Hence, school administrators must look into these to avoid learning difficulties and misinformation. This issue can be resolved by employing a proofreader to conduct a standard quality check of the modules before distribution. Teachers must also create a record of these errors so that they will not be replicated.

FINDINGS

The findings of the study were summarized as follows:

1. Out of the 33-total number of respondents, the numerical grade with the highest frequency of 15 was under 80%-85%, indicating that they garnered satisfactory academic ratings. 12 of them received a grade under 86%-89%, indicating that they garnered very satisfactory academic ratings, while the remaining received a grade between either 75%-79% or 90%-100%, indicating that they either earned a fair or outstanding academic rating.

2. For available resources, "I can access the school library" had the highest weighted mean of 4.18, indicating that students were mostly able to visit the school library to access additional learning resources. On the other hand, "I am provided with basic learning supplies" had the lowest rate of 3.36, indicating that schools may need to improve upon this aspect especially since basic learning supplies are needed in attending everyday classes. For student engagement, "I collaborate with peers to complete performance tasks" had the highest weighted mean of 4.09, indicating that collaboration is mostly practiced and encouraged for learners and their peers, while "I feel genuinely interested in answering the modules" had the lowest weighted mean of 3.52, indicating that motivational activities may be needed to sustain learners' interest. For Teaching Approach, the indicator with the highest weighted mean of 4.21 was "I can practically apply the lessons to my daily life", indicating that lessons are relevant and applicable to real-life situations. On the other hand, the table showed that the indicator with lowest weighted mean of 3.03 was "I am visited at home by my teacher to track my progress", indicating that there may be a need to increase the frequency of home visitations. For curriculum design, the perception of the student respondents was all positive considering the given indicators, with "consideration of unique student needs, interests, and capabilities" being the lowest with a weighted mean of 3.64 and "appreciation of lesson transitions through different difficulty levels" being the highest with a weighted mean of 4.21. The overall weighted mean was 3.92 which fell under Agree (A). The results of this test implicated the relevance of learner insights regarding their current learning mode and curriculum.

3. The variables considered in the MDL modality in teaching Physical Education such as available resources (d=.157, p-value> .05); student engagement (d=.142, p-value>.05); teaching approach (d=.054, p-value>.05); and curriculum design (d=.060, p-value>.05) were not significantly correlated to the performance in Physical Education of the Senior High School students.

4. The overall result for the challenges encountered by learners with regard to the MDL approach was 3.75 which fell under Agree (A), suggesting that most of the given indicators served as hurdles for students in learning Physical Education. The three most encountered challenges were, first "I get distracted from my studies by online games and other forms of entertainment" with a weighted mean of 3.88; this indicator directly relates to the "student engagement" in distance learning, second, "I encounter errors in the self-learning modules in terms of grammar, content, and layout" with a weighted mean of 3.58; this challenge was related to the "available resources" and third, "I find it difficult to comprehend the modules on my own and without the regular guidance of my teacher" with a weighted mean of 3.48, it was also related to the "student engagement" in distance learning.

5. Based on the results of the study, an action plan on potential modular distance learning modality in delivering quality physical education was proposed.

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CONCLUSIONS

Based on the aforementioned findings, the following conclusions were drawn:

1. The performance of Grade 12 Senior High School in Physical Education school year 2021-2022 was reflected by the students' numerical grades categorized as "passed". In the researcher's perception, it was evident that students were somehow in the adapting process of the modular teaching approach. Despite this, they still performed well and received fair to outstanding grades.

2. For available resources, students were more likely to do the traditional approach by researching in the library by scanning books, journals, and other references that can help them in their daily tasks. On the other hand, there were students who were experiencing difficulties in providing the necessary school supplies they needed. For student engagement, students tended to collaborate or cooperate with their peers in terms of school work not only to make good rapport but to engage in brainstorming. Nevertheless, in having this connection with others, it was also evident how students were having a hard time focusing on studying, answering, or scanning their modules to further understand the lesson. For teaching approach, the teaching approach students received was utilized to make their daily living easier and better by applying it directly or indirectly. However, there were still students who needed attention and proper guidance, especially those who always relied on someone. For curriculum design, curriculum design had a vital role especially where modular learning approach was being used. Though there were still some necessary improvements, it still made an effective approach to make students learn.

3. Various factors neither hindered the quality of learning Physical Education as a subject with the use of self-learning modules nor did they have an impact on students' cognition of the modular distance learning modality. It was also revealed that students using a modular distance learning approach significantly improved and increased their level of academic achievement.

4. As the pandemic went on, there were challenges that needed to be fulfilled to adapt to the situation. Hence, the establishment of a well-equipped approach was a must in order to lessen, if not possibly fully eliminate, these existing challenges.

5. There is a need for stakeholders to address the identified areas for improvement which include the lack of provision of basic learning supplies by the school, the low motivation and interest of the students in answering the modules, the lack of follow-up or home visitation by the teachers for progress tracking and effective guidance of the students, less regard on the needs, interests, and capabilities of the students, and errors in the learning modules in terms of grammar, content, and layout.

RECOMMENDATIONS

In the view of foregoing conclusions, the researcher recommended the following:

1. Despite the good standing or performance of the Senior High School students in the subject of Physical Education, the school head with the help of the teachers may create a plan on how to strengthen the activities for the students in order for them to be active and participative.

2. Although the effectiveness of the system was high, teachers may collaborate effectively not just with the students but with their parents as well in order to fully provide for the basic school supplies of the students and to avoid misunderstandings. The school head and PE teachers may also engage in a thorough deliberation in order to establish teaching methods that are not only for the purpose of instruction but also for the motivation and enjoyment of learners in answering their self-learning modules. Further, with the difficult situation of Modular Distance Learning, teachers may be able to conduct home visitation more often and create a learning schedule with the students and their parents that would help them avoid feeling disconnected from the school. Moreover, teachers may create equal distance learning for every student. They may assess the unique needs, interests, and capabilities of every student to help them cope with the lessons and activities easily.

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3. School heads and teachers may always consult with their students and parents regarding areas which they may need help with, may it be on the financial, social, emotional, and mental aspect. The participation of other stakeholders may also be encouraged in order to build a sense of community within the Modular Distance Learning modality.

4. Teachers may provide activities that will cater to the varied needs, interests, and capabilities of every student, which would lead to a more meaningful learning experience.

5. The proposed action plan on potential modular distance learning in delivering quality physical education includes tapping different stakeholders and donors for basic learning supplies; integrating varied and challenging activities in the modules and employing reward systems; communicating with the parents and observing the regular conduct of home visit when in MDL; incorporating differentiated instruction in modules along content, process, and output; and quality checking and proofreading of modules before printing and distribution.

6. Future researchers may conduct a study that is parallel to the current undertaking in which the effectiveness of modular distance learning in teaching Physical Education to senior high school students was explored. They may also opt to assess the effectiveness of the above-mentioned action plan in the specified school and locality.

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