Extent of Challenges Encountered by the Araling Panlipunan and Social Science Teachers in Facilitating the Modular Distance Learning: Basis for the Formulation of Learning and Development Plan

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ABSTRACT

Modular Distance Learning is one of the learning modalities in the new normal using teacher-made modules with learning tasks based on the Most Essential Learning Competencies (MELCs). This online descriptive quantitative research investigated the extent of challenges faced by the Araling Panlipunan and Social Science teachers from the ten districts of the Schools Division Office of Surigao City for the school year 2020-2021, in which purposive sampling was used. Mean and standard deviation were the statistical tools used to treat the data. In a nutshell, the result reveals a moderate difficulty encountered by the teacher-respondents in facilitating modular distance learning, with an overall mean of 2.78 and a standard deviation of 0.71. These struggles manifest because handling

modular classes during the pandemic was a surprise. The specific findings show that the Development of Self-Learning Modules (SLMs) and Quality Assurance topped the challenges of teachers. Other factors, such as Production, Distribution, Retrieval of SLMs, and Learning Assessment and Monitoring, exhibit a low to moderate degree of difficulty. Despite this COVID-19 pandemic, teachers have continually facilitated the educative processes. However, they should be more capacitated to equip themselves with relevant knowledge and skills on the rudiments of preparing the aforementioned learning resources as supplemental learning materials, in-person learning engagement, and even other applicable learning platforms.

INTRODUCTION

The worldwide outbreak of coronavirus, commonly known as the COVID-19 pandemic continually caused various challenges in society. The greatest struggle of COVID-19 is the strict observance of social distancing to control its spread. The Department of Education (DepEd), under the baton of Secretary Leonor M. Briones, underscored that Education must continue despite this health emergency. Hence, the Department has designed and implemented the Basic Education Learning Continuity Plan (BE-LCP) as stipulated in DepEd Order No. 18, s. 2020 to form part of its commitment and responsibility for learning to continue amidst the threat brought by this coronavirus to ensure the health, safety, and well-being of all learners, teachers, and personnel. Every school has adopted this national intervention anchored on learners' context to ensure learning has taken place during this trying time.

This health emergency has changed the educational methodology from face-to-face classes to various distance learning modalities based on the situation of the learners. The schools have ventured intro varied approaches such as Online Distance Learning, Modular Distance Learning, Television/Radio-Based Instruction, Blended Learning, and Homeschooling (DepEd Order No. 12, s. 2020) to see to it that education would continue with the consideration of health protocols for the safety and well-being of everyone. This national intervention has guided all schools to continue education even through remote learning, whereby affirms its commitment to sustaining the delivery of quality, accessible, relevant,

and liberating basic education. Moreover, schools chose and implemented the most applicable learning approach aligned with their respective situations.

Modular Distance Learning (MDL) is one of the learning modalities commonly applied by public schools. The use of modules provides avenues for independent and self-pacing study. According to Anzaldo (2021), Education should continue, and learning should not stop amidst the pandemic through modular distance learning, particularly for those with no gadgets or internet connection. They study at home, interacting with the teachers' made modules and activity sheets, and preferably the key stage 1 learners from Kindergarten to Grade 3 are assisted by their parents, guardians, siblings, and other family members. The shift of the teaching-learning delivery in schools to modular distance learning made it more challenging (Tasan, 2021).

Through the careful planning and assessment of the context of the learners, most of the schools of DepEd Schools Division Office of Surigao City opted for and implemented the Modular Distance Learning approach as stipulated on their Schools Basic Learning Continuity Plan to ensure that education must continue for the school year 2020-2021 amid this health crisis. Since everyone was caught unaware of the abrupt occurrence of this highly contagious coronavirus and unexpectedly, teachers have handled new normal classes; basically, they have doubled their time and efforts to cope with the needs of the situation to provide MELC-based, factual, sufficient, and readily available learning modules to facilitate the teaching-learning processes continually. They have met this kind of struggle in implementing the School Basic Education Learning Continuity Plan of every school to respond to the huge demand of the time in the new norms of the educational system despite many health restrictions to adhere to safety of everyone. In light of the above-cited premise, it is deemed necessary to investigate the challenges encountered by the teachers, particularly those handling Araling Panlipunan and Social Sciences of Surigao City Division for the school year 2020-2021, in order to give appropriate interventions.

FRAMEWORK

The study is anchored on DepEd Order no. 18, s. 2020 about the Policy Guidelines for the Provision of Learning Resources in implementating the Basic Education – Learning Continuity Plan (BE-LCP). Through this, schools have chosen and implemented Modular Distance Learning (MDL) vis-à-vis the situation of the learners. The use of modules during this health crisis as encapsulated in DepEd Order No. 12, s. 2020 made learning possible.

OBJECTIVES OF THE STUDY

The study aimed to investigate the (1) extent of challenges encountered by the Araling Panlipunan and Social Science teachers in facilitating the modular distance learning modality in terms of (a) the Development of Self-Learning Modules (SLMs)/Learning Activity Sheets (LASs), (b) Quality Assurance of SLMs/LASs; (c) Production of SLMs/LASs; (d) Distribution of SLMs/LASs; (e) Retrieval of SLMs/LASs;(f) Learning Assessment and Monitoring, and (2) propose learning and development (L & D) Plan.

METHODOLOGY

Research Design and Respondents
The study employed a descriptive research design. The study focused and limited only to the teachers handling Araling Panlipunan and Social Sciences who have facilitated modular distance learning regardless of the sex, position, and length of service of the target respondents.

Data Collection
The researcher-made questionnaire was the data-gathering tool. It underwent comprehensive validation by the DepEd Division Research Committee chaired by the Assistant Schools Division Superintendent. Based on their recommendation, there is no need to pilot-test the said survey tool. Then, it was converted into a digital format using google Forms. The respondents accomplished the online survey questionnaire. Data were retrieved using the same platform.

Data Analysis
In the interpretation of data, the researcher used only mean and standard deviation to determine the extent of challenges encountered by the respondents in facilitating the modular distance learning modality.

Sampling
Purposive Sampling was used to include all Araling Panlipunan and Social Science teachers of the ten (10) districts of the Schools Division Office of Surigao City for the school year 2020-2021. Upon the recommendation of the Division Research Committee, this profile is no longer included in the online survey questionnaire. They recommended including all Araling Panlipunan and Social Science teachers currently facilitating modular distance learning.

Ethical Consideration

The online survey questionnaire was administered upon the approval of the Schools Division Superintendent. The link was transmitted to all respondents through their Public Schools District Supervisors and School Principals. The respondents must utilize the DepEd email address upon completing the questionnaire. To ensure confidentiality and anonymity, encoding of their names are excluded in the google form. Finally, they were asked to answer the questions of their free will.

RESULTS AND DISCUSSION

The results of the data gathered are based on the answers to the questions of the study.

Question No. 1 What is the extent of the challenges encountered by the Araling Panlipunan and Social Science teachers in facilitating the Modular Distance Learning Modality in terms of (1.1)Development of Self-Learning Modules/Learning Activity Sheets; (1.2) Quality Assurance of Self-Learning Modules/Learning Activity Sheets; (1.3) Production of Self-Learning Modules/ Learning Activity; (1.4) Distribution of Self-Learning Modules/Learning Activity; (1.5) Retrieval of Self-Learning Modules/Learning Activity; and (1.6) Learning Assessment and Monitoring?

Table 1. Challenges encountered by the Araling Panlipunan and Social Science Teachers in Facilitating Modular Distance Learning in terms of the Development of Self-Learning Modules/Learning Activity Sheets

Indicators	Mean	SD	VD
Aligning of Budget of Work (BOW) with the Most Essential Learning Competencies (MELCs)	2.62	0.77	MD
Unpacking/sub-tasking of Most Essential Learning Competencies (MELCs)	2.72	0.76	MD
Writing the content of the SLMs/LASs	2.80	0.77	MD
Designing learning activities in the SLMs/LASs	2.89	0.72	MD
Developing Pretest and Posttest	2.70	0.74	MD
Average	2.74	0.63	MD

Table 1 shows the extent of challenges the Araling Panlipunan and Social Science Teachers encounter in facilitating modular distance learning in terms of developing Self-Learning Modules/Weekly Learning Activity Sheets. The average mean of 2.74, which signals a moderate degree of difficulty. This means that Araling Panlipunan and Social Science teachers found it difficult, especially since modular distance learning is implemented unexpectedly due to the Covid-19 pandemic.

The indicator, "*Designing learning activities in the Self-Learning Modules/Learning Activity Sheets,*" has the highest mean of 2.89, wherein teachers considered as the most difficult among the indicators to develop MELC-based and interactive modules or learning activity sheets. It is congruent with the identified Most Essential Learning Competency. Although teacher-writers are already oriented on the basic rudiments of the development of modules and learning activity sheets, they have still exerted efforts to develop MELC-based modules and passed the Learning Resource Management and Development System (LRMDS) standards.

Designing learning activities requires content knowledge and skill to analyze the objectives and alignment with age appropriateness and psychological readiness of the learners. The various learning tasks in the modules or activity sheets shall be in accordance with the Gradual Psychological Unfolding (GPU) principle for the learners to comprehend well and master the competencies. It is supported by Abuhassna and Yahaya (2018), which online module platforms potentially increase students' engagement and interactivity. Anzaldo (2021) also supports modular distance learning wherein teachers use modules made by the teachers with different tasks and learning activities based on the essential learning competency. In contrast, De Leon (2021) noted a significant relationship between the difficulties and struggles in modular distance learning delivery as input to implementing the Basic Education-Learning Continuity Plan as an intervention program. This manifestation is normal because the teachers are still adjusting to handling this new learning methodology during this pandemic.

Table 2. Challenges encountered by the Araling Panlipunan and Social Science Teachers in Facilitating Modular Distance Learning in terms of Quality Assurance of Self-Learning Modules/Weekly Learning Activity Sheets

Indicators	Mean	SD	VD
Validating the content, including illustrations and symbols based on Intellectual Property Rights (IPR)	2.96	0.75	MD
Proofreading/editing of the language used in the SLMs/LASs	2.87	0.72	MD
Lay outing of SLMs/LASs	2.98	0.77	MD
Following correct font styles and font sizes across grade levels and other technicalities	2.48	0.9	MD
Writing references based on the Chicago Manual of Style (CMOS)	2.81	0.77	MD
Average	2.82	0.64	MD

Table 2 presents the extent of challenges the Araling Panlipunan and Social Science Teachers encounter in facilitating modular distance learning in terms of Quality Assurance of Self-Learning Modules/Learning Activity Sheets. The average mean of 2.82 is a moderate degree of difficulty, particularly the indicator, "*Lay outing of SLMs/LASs*" with the highest mean of 2.98, still connotes a moderate degree of difficulty. This implies that Araling Panlipunan and Social Science Teachers had experienced difficulty in facilitating modular distance learning because it was a rare teaching-learning methodology. Primarily, lay outing is an indispensable task in developing and quality-assuring SLMs/LASs. However, there were a series of virtual orientations about it but teacher-writers focused only on its development rather than the physical package.

Moreover, it is part and parcel of developing varied learning resources encompassing pagination, margin, distancing, alignment, positions, and even types and sizes of fonts and illustrations. As a writer, lay outing is an embedded task for any learning resource developer. Some teachers need to enhance their computer literacy skills for hands-on activities. There are applications to be used on the computer to adjust and fix the layout. This is also supported by Anzaldo (2021) that education in the new normal is a challenging task, but still, DepEd and CHED adopted and implemented the flexible blended learning model. That is why education continues, and learning does not stop despite these challenges. Furthermore, Boettcher and Conrad (2021) added that one of the considerations

of this learning approach is using information technology, where teachers could manipulate the computer in particular.

Table 3. Challenges encountered by the Araling Panlipunan and Social Science Teachers in Facilitating Modular Distance Learning in terms of the Production of Self-Learning Modules/Weekly Learning Activity Sheets

Indicators	Mean	SD	VD
Gathering of ready-to-print SLMs/LASs	2.56	0.91	LD
Printing of SLMs/LASs	2.54	0.92	LD
Sorting of pages of SLMs/LASs	2.44	0.98	LD
Binding of SLMs/LASs	2.48	0.91	LD
Packaging of SLMs/LASs	2.47	0.89	LD
Average	2.50	0.82	LD

Table 3 depicts the extent of challenges the Araling Panlipunan and Social Science teachers encounter in facilitating modular distance learning in the Production of Self-Learning Modules/Learning Activity Sheets. The average mean of 2.50, which is a low degree of difficulty. The "*Gathering of ready-to-print SLMs/LASs*" indicator has the highest mean of 2.56. This implies that teachers have experienced these kinds of struggles being the front liners in implementing modular distance learning, especially in gathering the ready-to-print modules or learning activity sheets. The Division Office through the Curriculum Implementation Division (CID) - Learning Resource Management and Development System (LRMDS) Unit already created a google link and shared it with the field through their Public Schools District Supervisors and School Principals. Nevertheless, the LRMDS Supervisor and staff have also waited for the said learning resources to be uploaded from the Regional/Central Office.

In this pandemic time, technology is highly in demand. All teaching and non-teaching personnel have attached themselves to the performance of their respective functions with the aid of different gadgets, communication allowance, and prepaid load cards. DepEd has issued NEAP SIMs to continually comply with their tasks efficiently and effectively during a pandemic. Zaborova et al. (2017) support this current study in the sense that distance learning involves the development of digital information and communication technologies to compete successfully with the traditional face-to-face pattern of education. In addition,

Boettcher and Conrad (2021) vouched that Distance learning is challenging, frustrating, and demotivating when technology fails. This certain technology is used by the teachers in the production/printing of self-learning modules/learning activity sheets, weekly home learning plans, and learners' monitoring plans as mentioned by Anzaldo (2021).

Table 4. Challenges encountered by the Araling Panlipunan and Social Science Teachers in Facilitating Modular Distance Learning in terms of Distribution of Self-Learning Modules/Learning Activity Sheets

Indicators	Mean	SD	VD
Communicating with parents/guardians	2.54	0.89	LD
Distributing SLMs/LASs	2.42	0.86	LD
Observing the schedule of distribution of SLMs/LASs	2.50	0.86	LD
Releasing complete sets of SLMs/LASs	2.58	0.89	LD
Ensuring safety and protocol in the distribution of SLMs/LASs	2.54	0.89	LD
Average	2.52	0.77	LD

Table 4 displays the extent of challenges the Araling Panlipunan and Social Science teachers encounter in facilitating modular distance learning in terms of the Distribution of Self-Learning Modules/Learning Activity Sheets. The average mean of 2.52, which is a low degree of difficulty; however, teachers considered it difficult, particularly since they encountered it for the first time and everyone was adjusting to this new normal. Unpredictably, they have handled the modular distance methodology. It can be seen in the table that the indicator, "*Releasing complete sets of Self-Learning Modules/Learning Activity Sheets,*" has the highest mean of 2.58, which signals a low degree of difficulty. However, it is considered as one of the challenges they met because they are obliged to follow the time frame of distribution, retrieval, and checking of modules to beat the schedule of submission of grades and reports to the Division to form part the Division Monitoring, Evaluation and Adjustment (DMEA) quarterly reports. Although, the results of retrieved modules would provide data as a basis for the provision of interventions for remedial and reinforcement purposes as indicated in the Individual Learner's Intervention Monitoring Plan to closely track the learners' progress and address the instructional needs of the learners.

There is a need to consider the pacing of our learners in relation to their situation, as Nacar et al. (2021) underscored that Distance Learning is a self-paced study with time and space flexibility. Nonetheless, all learning facilitators are bound to communicate the learning outcomes to the parents/guardians. They would make interventions like home visitation, text messaging, chatting, and even in-person to follow up with learners, most importantly those struggling. Fidalgo et al. (2020) added that Distance Education has difficulty motivating learners due to a lack of confidence in their ability to study and comply with the tasks. Relative to this, teachers closely coordinate with the local officials, Parents-Teachers Association (PTA), and Barangay Health Workers (BHWs) about home visitation, considering the health protocols to make follow-up and provide assistance to the learners and their parents/guardians.

Table 5. Challenges encountered by the Araling Panlipunan and Social Science Teachers in Facilitating Modular Distance Learning in terms of Retrieval of Self-Learning Modules/Weekly Learning Activity Sheets.

Indicators	Mean	SD	VD
Making follow-up of the distributed SLMs/LASs	2.59	0.79	MD
Retrieving of SLMs/LASs	2.60	0.76	MD
Waiting for delayed return of SLMs/LASs	2.77	0.85	MD
Ensuring safety and health protocol in retrieving SLMs/LASs	2.55	0.89	MD
Checking of SLMs/LASs	2.64	0.88	MD
Average	2.63	0.72	MD

Table 5 shows the extent of challenges encountered by the Araling Panlipunan and Social Science teachers in facilitating modular distance learning in terms of Retrieval of Self-Learning Modules/Weekly Learning Activity Sheets. The average mean of 2.52, which is a moderate degree of difficulty, and the indicator, "*Waiting for delayed return of SLMs/*LASs" has the highest mean of 2.77. With this, Araling Panlipunan and Social Science teachers have exerted efforts to follow up with the parents/guardians through face-to-face and online communication. Sometimes, they wait beyond the schedule of the submission of SLMs/LASs because they are the ones who would be cramming in checking, analyzing, and communicating the outcomes especially since they have to cope with overlapping deadlines.

Teachers have accomplished the Individual Learner Monitoring to track the submission of learning modules/activity sheets. When most of the time, delayed submission of SLMSs/LASs would result in late submission of grades and reports that would cause stress to the part of the teachers who are working harder just to accommodate the vast educational demands of the time. It is backed up by Anzaldo (2021) that teachers are doing their jobs well despite this pandemic time such as preparing learners' SLMs/LASs, answer sheets, Weekly Home Learning Plan (WHLP), checking modules/activity sheets, giving feedback, making Learner's Intervention materials, monitoring learners' performance and reading skills through text messages and phone calls and answering parents' questions whenever they have queries about a particular subject and lesson and Sherry (1995) also emphasized that in the distance education system, there is a need to redefine the roles of partners especially the parents/guardians and teachers who are the direct partners in the homeschooling.

Table 6. Challenges encountered by the Araling Panlipunan and Social Science Teachers in Facilitating Modular Distance Learning in terms of Learning Assessment and Monitoring

Indicators	Mean	SD	VD
Monitoring the progress of learning of the learners	2.82	0.82	MD
Formulating summative tests	2.68	0.83	MD
Designing performance tasks	2.81	0.77	MD
Constructing questions	2.71	0.78	MD
Making rubrics	2.86	0.80	MD
Average	2.78	0.71	MD

Table 6 illustrates the extent of challenges encountered by the Araling Panlipunan and Social Science teachers in facilitating modular distance learning in terms of Learning Assessment and Monitoring. The average mean of 2.78, which is a moderate degree of difficulty. Assessment and monitoring are quite difficult in the new normal because learners are answering their summative tests and accomplishing performance tasks at home. Undeniably, parents, guardians, siblings, and other family members assist their children, particularly the Kindergarten to Grade 3. That is why Anzaldo (2021) said that teachers are not in favor of modular distance learning because some learning activities were answered

by parents/guardians only, and pupils have difficulty answering the modules without the teacher's supervision. Sherry (1995) added that there is a need to redefine the roles of partners, our parents/guardians, in the implementation of modular distance learning. This is imperative so that children's learning would not be compromised. Cognizant of this, DepEd has issued and implemented the DepEd Memorandum No. OUCI-2021-395, dated September 20, 2021, in *Promoting Academic Honesty* to ensure quality learning among the school children during this health emergency (Llego, 2021).

Monitoring and assessment may, it onsite or online, is both challenging due to the surge of COVID-19 cases and the stability of technology for virtual engagement. This undertaking is essential to supervise the learners and provide technical assistance. Moreover, De Paepe et al. (2018) highlighted that there is a need for constant and reliable access to technology to monitor the learners' learning. Zaborova et al. (2017) also punctuated that the greatest concerns of distance learning are about relevant teaching practices and communication patterns to follow up with the learners and their parents/guardians. As to assessment, rubric making is the most challenging since it requires relevant knowledge and skill of the content and learning competencies. A certain rubric that is doable to a particular skill to be measured and the type of rubrics to be used anchored to age appropriateness. In relation to this, Tasan (2021) elaborated that teachers must have expertise in a wide-ranging array of competencies in complex teaching-learning situations that require appropriate decision-making. Further, teachers must be knowledgeable enough but not limited to subject matter and pedagogy to become more efficient and effective facilitators of learning. Teachers are well-rounded, and their fields of expertise are beyond compare to nurture diverse learners even through modular distance learning successfully.

Question No. 2. Based on the findings of the study, what Learning and Development Activities may be proposed?

Table 7. Proposed Learning and Development Activities

Activities	Objectives	Persons Involved	Time Frame	Budgetary Requirements	Source of Fund	Success Indicator
Focus Group Discussion	Gather data on issues and concerns on curriculum implementation and discuss possible interventions	*CID Chief *EPS in AP *AP & Soc Sci Teachers	March 2022	5,000.00	HRTD Fund	Identified issues and possible interventions
Enhancement Training-Workshop on the Dev't & QA of Assessment Materials	Enhance teachers' competence in Dev't & QA of Assessment Materials	*CID Chief *EPS in AP * EPS in LR *AP & Soc Sci Teachers	June 2022	20,000.00	HRTD Fund	Capacitated AP & SocSci teachers.
Upskilling of AP & Soc-Sci teachers on Local History Writing	Revisit the rudiments in the Dev't & QA of local history learning packages	*CID Chief *EPS in AP * EPS in LR *AP & Soc Sci Teachers	Nov. 2022	20,000.00	HRTD Fund	Reskilled AP & SocSci teachers on local history writing.

Table 7 displays the proposed learning and development activities for Araling Panlipunan and Social Science teachers. It can be gleaned from the table that Araling Panlipunan and Social Science teachers need to be capacitated more to equip themselves with relevant knowledge and skills on the rudiments of developing and quality assuring of learning resources. This basically implies that teachers lack the necessary competencies to become more efficient in crafting and validating learning resources. Prior to the pandemic time, only selected teachers got involved in this academic endeavor, but at this time, all teachers have collaborated to respond to the immense demand of the time in providing accurate, interactive, appropriate, and sufficient modules/activity sheets to the learners on time as scheduled.

Learning and Development is an inseparable parts of career stages geared towards personal and professional growth for better public services. As a matter of fact, teachers have engaged in various capability building activities annually across learning areas based on the results of Training Needs Assessment (TNA); it is supported by Mahmud et al. (2019) that Training Needs Assessment is the

significant basis of Learning and Development (L&D) of an organization. This provides reliable information on the strengths and grey areas of the employees geared towards personal and professional growth and development, which serve as a springboard in planning, designing, and implementing capability building activities to properly address their needs to enhance their knowledge, skills, and attitude (KSA) anchored on their respective Key Result Areas (KRAs). It is a needs-based approach to improve one's performance, and subsequently, the organizational goal would be attained and sustained. As facilitators of learning, teachers have been capacitated through a series of orientations and training workshops to continually equip with relevant knowledge and skills in delivering better education amid the Covid-19 pandemic. Tasan (2021) also agreed that it is a norm of the department to train teachers not just for professional growth but to become ready for unexpected circumstances. Further, the educational plans are likely to be successful if teachers are properly trained based on their needs to enhance their competencies in lesson planning and delivery of instructions which results in improved teachers' performances and subsequent quality of education depending on the service delivery of teachers. In fact, the results of the study of Nacar et al. (2021), in consonance with the lived experiences of teachers in implementing modular distance learning was, utilized by the Schools Division Office of Alaminos City in designing various Professional Development Programs/Trainings that would enhance the capability of teachers and provide a support system to teachers during modular distance learning implementation. This scenario is very impressive and worth emulating because teachers' training and development are research-based.

CONCLUSION

The Araling Panlipunan and Social Science teachers are not prepared to facilitate the Modular Distance Learning Modality due to the abrupt occurrence of the COVID-19 pandemic. They have encountered these kinds of struggles pertaining to the development and quality assurance of Self-Learning Modules/Learning Activity Sheets, particularly in making various learning tasks in the modules because it requires congruency of the Most Essential Learning Competencies (MELCs) with the learning abilities of the target learners based on age appropriateness and psychological readiness. Further, it surfaced that teachers lack relevant skills in rubric making and lay-outing to form part of the total package of learning resources. Despite these challenges, they have continually

facilitated modular distance learning; however, they need to be capacitated more with the rudiments of developing and evaluating learning resources. Subsequently, quality learning shall be achieved through modular distance learning modality and other applicable learning platforms.

TRANSLATIONAL RESEARCH

The findings of the study would provide reliable data to the Department of Education (DepEd) in the development, quality assurance, and utilization of supplemental learning resources regardless of learning platforms. Furthermore, this would give significant data as a basis for designing and implementing Learning and Development (L & D) activities for teachers across disciplines. On the other hand, educational researchers can also utilize this study through the vital information pertaining to the essential interventions cited in particular for further studies.

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