

Level of Preparedness in Modular Learning Modality and Performance of Secondary School Teachers

JARA M. MAGLASANG

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

jara.maglasang@deped.gov.ph

Abstract — This study primarily aimed to determine the level of preparedness in modular learning modalities and secondary school teachers' performance. The study utilized complete enumeration in identifying the respondents of the study. This study used the Descriptive correlational survey method of research to determine the level of preparedness in modular learning modality and secondary school teachers' performance. The results present the relationship between the level of preparedness in modular learning modality and secondary school teachers' performance. Based on the results on the distribution phase and performance of teachers, it is found out that there is a positive result or high performance of teachers vis-a-vis is to the level of preparedness in the distribution phase. On the other area of relationship among teachers with their performance and level of preparedness, it was found out that having good relationship of teachers towards their co-teachers, administrators, parents or guardian that resulted to a good performance in the implementation of the modular learning modality.

Keywords — *Level of Preparedness; Modular Learning Delivery; Secondary School Teachers; Performances*

I. Introduction

The COVID-19 pandemic led educators to online education readiness. According to Phan & Dang (2017), factors such as training, attitude, technical competence, time constraints, pedagogy, and methodology were among the major distance learning education elements.

A study conducted by Ventayin (2018) on the readiness of DepEd Teachers to online teaching showed that despite the limited experience in distance education such as technical skills, time management, knowledge and attitude in online education, they were still able to cope with the trends in distance learning. Moreover, readiness and satisfaction levels were also found among prospective teachers in other countries like Turkey and Thailand in terms of web-based education (Ozturk, Ozturk & Ozen, 2018; and Akarawang, Kidrakran & Nuangchalerm, 2015).

Further, in the study on the response from 205 online faculty of higher institutions in the United States in terms of readiness, attitude and ability to teach online in terms of course design, course communication, time management and technical aspects most of the responses were rated high (Martin, Budhrani & Wang, 2019).

As teachers we experienced in this situation as what we called “new normal, “ all of us in the education system felt as neophyte. Through the different department in our system realized with the Contingency Learning Plan basis, we can continue to serve our young one’s amidst the situation. Being one of the teachers, my perception when recalling the Department of Education mission, as teachers we always facilitate learning and constantly nurture every learner. It’s the teacher duties and responsibilities that we serve in education what may be the situation but we must secure our self- safety to continue serving well and to perform the best we can do that every one’s calling the quality education.

There were lot of problems encounter of the education during this time; such as interruptions of the normal school year calendar of activities, protection and safety of teachers; hence it is a distance learning through modular and blended learning; and the system financially constraints through the revised MELC’s which we need to reproduce new modules

With the details mentioned above, the researcher is greatly motivated to focus on her study on the on level of preparedness of the school and how it affects the teachers’ performance.

This study aimed to evaluate the level of school preparedness in modular learning modality performance of secondary school teachers. The findings of the study served as a basis for a proposed plan.

Specifically, this study sought to answer the following questions:

1. What is the level of teacher preparedness in modular learning modality in terms of the following:
 - 1.1. preparatory phase;
 - 1.2. Distribution Phase; and
 - 1.3. Retrieval Phase?
2. What is the level of teacher performance in terms of the following:
 - 2.1. Content knowledge and pedagogy;
 - 2.2. Learning environment and Diversity of Learners;
 - 2.3. Curriculum and Planning;
 - 2.4. Assessment and reporting; and
 - 2.5. Plus factor?
3. Is there a significant relationship between the following:
 - 3.1 Preparatory Phase and Performance of teachers;
 - 3.2. Distribution Phase and Performance; and
 - 3.3. Retrieval Phase and Performance teachers?

4. What enhancement plan can be proposed based on the findings of the study?

II. Methodology

Design. This study utilized the descriptive-evaluative type of research in gathering the responses employing the quantitative approach. Tabango National High School in Tabango District in the Division of Leyte is the study's main locale. The 31-total number of Secondary School Teachers are the main respondents of the study and the data based on the teachers' performance ratings, and survey forms were utilized. This research is mainly focused on gathering data on: level of preparedness on the modular learning delivery; The preparatory phase, distribution phase and retrieval phase together with the performance of teachers based on the regional validated tool; Proposed Enhancement Plan based on the findings of the study.

Sampling. There are 31 secondary school teachers included in the study. The primary means of reach is through Facebook account – messenger, group chat, and cellphone numbers.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal was sought. The proposed title and design were submitted to the Dean of the Graduate School's Office for screening, evaluation, and approval. Upon approval, the office of the Dean of the Graduate school released approval sheet. When the office approved the research of the Dean through the assigned Adviser, the researcher began the process of data gathering. Validation of the instruments through the External Experts was sought. A Cronbach's alpha test was used for the reliability test. Orientation of the participants was done. Answering and retrieval of the research tool followed. Different tools were given separately and were explained thoroughly. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements

Ethical Issues. The study's right to conduct was strictly adhered through the principal's approval, approval of the Superintendent of the Division of Leyte. The orientation of the respondents (teachers) was done. In the orientation, the issue on following the health protocols was raised and the teachers' performance is different from the annual performance to be submitted to the office.

Treatment of Data. The level of preparedness in the modular learning modality and secondary school teachers' performance was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). The data on the different phases of modular learning modality was presented through Simple Percentage. Performance of secondary school teachers was gathered through the use of rating rubrics and the results were treated through weighted means and pearsons-r

III. Results and Discussion

Table 1
Level of Teacher Preparedness in Modular Learning

STATEMENTS	Weighted Mean	Interpretation
I. PREPARATORY PHASE		
Availability of tarpaulin or flowchart on the process of distribution	5.0	ALWAYS OBSERVED
Oriented the teachers, parents and school personnel on the distribution and retrieval procedure (<i>ACR & attendance sheet</i>)	5.0	ALWAYS OBSERVED
Ts have simplified MELC – Based Budget of Lesson	4.8	MOSTLY OBSERVED
Stakeholders’ engagement in all the preparatory activities for opening of SY 2020-21 (<i>MOA or MOU</i>)	5.0	ALWAYS OBSERVED
Communication mechanism for queries of teachers, parents, guardians and students	4.8	MOSTLY OBSERVED
Ts have weekly Home Learning Plan based on DM 162, s. 2020	5.0	ALWAYS OBSERVED
Area designated for reproduction and storage of LRMs	5.0	ALWAYS OBSERVED
LRMs are organized neatly with proper labels in designated areas based on the following list:	5.0	ALWAYS OBSERVED
Appropriate number of printed Learning Materials (LMs)	5.0	ALWAYS OBSERVED
Availability of e-copies or digitized modules (in CD or USB drives)	4.4	MOSTLY OBSERVED
With designated area for re-packing of LRMs per subject per grade level with QA Team to check completeness of LRMs to be released	4.5	ALWAYS OBSERVED
AVERAGE	4.86	ALWAYS OBSERVED
DISTRIBUTION PHASE		
Presence of Assistance or Help Desk	4.8	ALWAYS OBSERVED

With designated Persons-in-Charge of delivery or release per purok or barangay or area (<i>School memo with list and assignment or Special Order signed by School Head</i>)	3.8	MOSTLY OBSERVED
Observed the standard health protocols as prescribed by Deped, IATF and OP	5.0	ALWAYS OBSERVED
Teachers have Individual Learning Monitoring Plan (Annex F, of DM 162, s. 2020)	5.0	ALWAYS OBSERVED
Ts prepared intervention strategies based on learners' needs	5.0	ALWAYS OBSERVED
Presence of receiving or sorting area in respective delivery spots	5.0	ALWAYS OBSERVED
Accounting of LRMs received by parents/guardian/ recipients evident	5.0	ALWAYS OBSERVED
AVERAGE	4.80	ALWAYS OBSERVED
RETRIEVAL PHASE		
Designated receiving area in the school for accounting of received / returned LRMs	5.0	ALWAYS OBSERVED
Required documents for proper accounting of returned LRMs indicating date, time, persons responsible for returning of LRMs, person who received the LRMs with signature processed by QA & Inspectorate team	4.8	ALWAYS OBSERVED
Retrieval procedure specified in the tarpaulin or flowchart followed	5.0	ALWAYS OBSERVED
Indicated procedures follow specific standards in the disinfection of retrieved LRMs	5.0	ALWAYS OBSERVED
Time allocation for disinfection process is indicated and followed	5.0	ALWAYS OBSERVED
AVERAGE	4.96	ALWAYS OBSERVED
GRAND MEAN	4.87	ALWAYS OBSERVED

Table 1 presents the level of teacher's preparedness in modular learning modality in this time of pandemic. The data was presented by different phases namely: preparatory Phase, Distribution Phase and Retrieval Phase. In the preparatory phase, majority of the responses were

being observed in the always observed level of preparedness with the equivalent weighted mean of 5.0 and these are the following statement belong to this level: Availability of tarpaulin or flowchart on the process of distribution, Oriented the teachers, parents and the school personnel on the distribution and retrieval procedures (ACR and attendance sheet). In this phase it shows also a weighted mean of 5.0 on the stakeholder's engagement in all the preparatory activities for opening of the School year; it also shows on the highest weighted mean on the area of Teachers have weekly home learning plan based on DM 162 s. 2020 and the area designated for reproduction and storage of LRMs and LRMs are organized neatly with proper labels in designated areas and the appropriate number of printed learning materials (LRMs). In this phase also shows those area which are always observed but lower weighted mean which is equal to 4.5 to 4.86 respectively and these are focus on the following area such as teachers have simplified MELC- Based Budget of Lessons; Communication mechanism for queries of teachers, parents, guardians and students as well as in the availability of e-copies or digitized modules in CD or USB drives together with the designated area for repacking of LRMs per subject per grade level with QA teams to check on the completeness of LRMs to be released.

The results in the preparatory phase imply that majority of the teachers on the level of preparedness is quite impressive considering that the average weighted mean is 4.86 which means that before the implementation of the different learning modalities, all teachers are well prepared and already equipped with necessary materials may it be knowledge and skills on how to implement the type of modality that the school has or to the physical aspect of preparation. It further implies that the result showed that the experience of teachers about how to administer the new learning scheme and working with the school heads and other coordinators or working with each other is significantly good considering that all of the indicators being tested are geared towards satisfaction of teachers such as collaboration of teachers and school head and teachers in solving classroom discipline and even checked each of the area in the preparatory phase.

In the Distribution Phase, the results shows that majority of the teacher respondent have always observed the standard on how to properly distributed the Self- learning modules and or Learner's activity sheets to the specific area of concern or those what is called feeder barangay or sitios in the school where the study is being conducted. Based from the result, teachers have highest weighted mean, which equal to 5.0 that was particularly focus on the following area of concern in the distribution phase such as observing standard health protocols as prescribed by DepEd, IATF and OP, Teachers have individual learning Monitoring Plan, Teachers prepared intervention strategies based on learners needs, Presence of receiving or sorting area in respective delivery spots and accounting of LRMs received by parents/guardian/recipients which are evident. There were areas in the distribution phase that are considered mostly observed with equal-weighted mean of 3.8 and 4.80. These are the following: the presence of assistance or help desk, with designated person-in-charge of the delivery or release per purok or barangay or area.

The results in the distribution phase imply that teachers and other non-teaching personnel are equipped with all necessary materials, knowledge, and skills on what to do during this phase. It is further explaining that majority of the teachers have already oriented with their respective school head or area coordinator what to do in the distribution phase considering the results that all the things to do in the distribution phase are mostly observed by the teachers resulting to an average weighted mean of 4.80 (always observed).

On the other hand, in the last phase (retrieval phase) it shows how teachers are really follows the standard on what to during the retrieval phase having the results which are always observed with an equivalent weighted mean of 5.0 and these are following: designated receiving area in the school for accounting of received returned LRMs, retrieval procedures specified in the tarpaulin or flow chart followed; indicated procedures follow specific standards in the disinfections of retrieved LRMs and time allocation for disinfection process is indicated and followed. In this area of retrieval phase the only item that resulted to a 4.8 weighted mean is in the required documents for proper accounting of returned SLMs indicating date, time, person responsible for returning the SLMs as well as the person who received the SLMs with signature processed by QA and inspectorate team.

The results in the distribution phase imply that teachers and other non-teaching personnel are equipped with all necessary materials, knowledge, and skills on what to do during this phase. It is further explains that the majority of the teachers have already oriented with their respective school head or area coordinator what to do in the distribution phase considering the results that all the things to do in the distribution phase are mostly observed by the teachers resulting to an average weighted mean of 4.80 (always observed).

On the other hand, in the last phase (retrieval phase) it shows how teachers are really follows the standard on what to during the retrieval phase having the results which are always observed with an equivalent weighted mean of 5.0 and these are following: designated receiving area in the school for accounting of received returned LRMs, retrieval procedures specified in the tarpaulin or flow chart followed; indicated procedures follow specific standards in the disinfections of retrieved LRMs and time allocation for disinfection process is indicated and followed. In this area of retrieval phase the only item that resulted to a 4.8 weighted mean is in the required documents for proper accounting of returned SLMs indicating date, time, person responsible for returning the SLMs and the person who received the SLMs with signature processed by QA and inspectorate team.

The results in the retrieval phase imply that when it comes to the implementation of the different step the relationship of teachers to their school head, it revealed that there is positive feedback among their ties as implementer in the new learning resulting to the satisfaction of results such as sharing a common set of beliefs about schooling/learning and even in sharing of culture success relationship among each other.

The overall results in the preparatory phase, distribution phase and retrieval phase that there is a positive impact on teachers' level of preparedness the way their School Head treat them even when it comes to teaching and learning process and even on procedure process on how to run the school in the new normal of delivery of competencies resulting to an average weighted mean of 4.87 or interpreted as always observed which means that having good level of preparedness in the implementation of modular learning modality.

Table 2
Teachers' Performance

STATEMENTS	Weighted Mean	Interpretation
F. CONTENT KNOWLEDGE AND PEDAGOGY (Applies knowledge of content within and across curriculum teaching areas and Uses modular-based instruction to enhance learner achievement in literacy and numeracy skills)	4.85	Outstanding
G. LEARNING ENVIRONMENT AND DIVERSITY OF LEARNERS (Manages learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments)	4.75	Outstanding
H. CURRICULUM AND PLANNING (Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts)	4.12	Very Satisfactory
I. ASSESSMENT AND REPORTING (Designs, selects, organizes and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements)	4.34	Very Satisfactory
J. PLUS FACTOR (Performs various related works/activities that contribute to the teaching-learning process)	4.63	Outstanding
GRAND MEAN	4.20	Very Satisfactory

Table 2 presents teachers performance in the implementation of modular learning modalities. The results are presented in the content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and plus

factor. On the performance focus on content knowledge and pedagogy, which focus on the applied knowledge of content within and across curriculum teaching areas and uses modular-based instruction to enhance learner achievement in literacy and numeracy skills with a weighted mean of 4.85 (outstanding). In the learning environment and diversity of learners, learners focus on managing learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments with an average weighted mean of 4.75 or Outstanding. The Curriculum and Planning focus on Plans, manages, and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts equal to 4.12 (very satisfactory). In the assessment and reporting which focus in the designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with the curriculum requirements which is equal to 4.34 (very satisfactory) and lastly, plus factor (performs various related works/activities that contribute to the teaching- learning process) which is equal to 4.63 and interpreted as Outstanding.

The results in the teacher's performance in the implementation of modular learning modality (MLM) implies that in terms of content knowledge and pedagogy, teachers are equipped with knowledge and skills and know what to do to implement the new scheme in the delivery of the competencies. On the other hand that when it comes to work load and work environment, teachers are satisfied which means that whatever workload they will be catered, they will serve this with all their heart the same also to the work environment, teachers tend to feel satisfied the way they are working considering feel safety in their workplace, have job security and etc. The curriculum and planning imply that they have planned already what to do and attended already different training and seminars on implementing the curriculum following the new normal of educating the children. Moreover, teachers can do the assessment and reporting of the different curriculum requirements produced by their students and maybe because they have really oriented on how to assess the students following the DepEd order no. 31 s. 2020. Furthermore, with all the performances or tasks to be done by the teachers during this new normal in teaching, they could do other tasks and implemented those other tasks with optimism and contributed to the highest form of performance resulting to the grand mean of 4.20 or interpreted as Very Satisfactory.

Table 3
Test of Relationship Between Level of Preparedness and Performance of Teachers

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
PREPARATORY STAGE AND PERFORMANCE	0.58	6.46	4.864	Reject Ho	Significant Relationship <i>(Strong Negative Relationship)</i>
DISTRIBUTION PHASE	0.62	6.51	4.864	Reject Ho	Significant Relationship <i>(Strong Relationship)</i>
RETRIEVAL PHASE	0.67	7.02	4.864	Reject Ho	Significant Relationship <i>(Very Strong Relationship)</i>

Table 3 presents the test of the relationship between the level of preparedness and performance of teachers. The data was presented Based on the results being correlated from the preparatory stage, distribution stage, retrieval stage to the performances of teachers. when it comes to preparatory phase and performance of teachers, it was found out that computed t value which is equal to 6.46 is greater than table value of 4.864 and r-value of 0.58 which means that there is a strong negative relationship which means that the teachers' performance has not something to do with the level of preparedness on the preparatory phase.

Based on the results on distribution phase and performance of teachers, it is found out that the computed t value is greater than the table value which is actually equal to 6.51 and 4.864 and it is higher than the computed r value of 0.62 respectively which means that even though there is a positive result or high performance of teachers' vis-a-vis to the level of preparedness in the distribution phase still it is not an assurance that they have a strong relationship. Maybe because the teachers are really able to love their work and do their duty based on the KRA's they wanted to implement. On the other hand, when it comes to teacher's relationship to their administrator, parents/ guardians there is a big possibility that the teacher's is will motivated to top them and partnered with them for whatever activities to be done in the distribution phase.

On the area of the relationship among teachers with their performance and its level of preparedness, it was found out that the computed t value is greater than the table value which is equal to 7.02 and 4.864 and also higher compared to computed r value equal to 0.67 which means

that having good relationship of teachers towards their co teachers, administrators, parents or guardian that resulted to a good performance in the implementation of the modular learning modality does not mean that it will also create good implementation of the retrieval phase, chances are if they love to do their job justifiably with standards they just do it because they love to without compromising their performances. Moreover, it is found out that if you love your job it doesn't matter if you have overload that is the result between the two variables being correlated.

IV. Conclusion

Based on the findings of the study, the results showed that the failure or success on the level of preparedness in the modular learning delivery has not something to do with the performance of teachers. Thus, the variables mentioned above have no significant relationship.

V. Recommendations

1. The proposed enhancement plan should be applied to verify the level of preparedness in the modular learning modality vis-a-vis to teachers' performance.
2. The school head should monitor the implementation of the different phases of modular learning modality in order to create policy recommendations that could further help in the delivery of the competencies in the new normal.
3. The School Head should closely update the teachers on the programs and projects to create strong ties between them;
4. School Head should provide and help teachers through their different strength in the National Competency-based for school heads (NCBHHS) to increase their performance rating at the end of the year so that the teachers will be motivated to teach and help the pupils with their academic performance level;
5. The School Head should include in the School Improvement Plan as well as to the Annual Procurement Plan to help the teachers in giving different instructional materials which can augment to increase the performance of the pupils, school performance as well as to the performance of the school head; and
6. Furthermore, the researcher allows the future researchers to conduct the same study to verify the significance of the relationship between the level of preparedness and performance of teachers.

ACKNOWLEDGMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Sabina B. Con-ui, Dean of Graduate School, for her encouragement and untiring effort

in improving the study;

Dr. Bryant C. Acar, chairman of the panel for imparting his knowledge and expertise in this study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Ms. Melacanie A. Maureal Schools District Supervisor of Tabango North District and Mr. Adelo S. Gorillo Schools Head of Tabango National High School, for giving permission to conduct the study in Tabango National High School.

To the respondents of Tabango National High School teachers, for their honesty and cooperation in completing the data needed.

The researcher's family, whose unconditional love and understanding inspired him to finish this book;

REFERENCES

- [1] DepEd Order No. 162 s. 2020. Suggested Modular Delivery Options in the new Normal
- [2] Gungor, R., & Prins, E. (2011). Distance learning in adult basic education: A review of the literature. The Pennsylvania State University. Retrieved from http://www.inacol.org/research/promisingpractices/iNACOL_PP_MgmntOp_042309.pdf
- [3] Rambo, A. L. (2011). Being the bridge: The lived experience of educating with online courseware in the high school blended learning setting (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3508171)

AUTHOR'S PROFILE



JARA M. MAGLASANG

The author is born on November 22, 1988 at Tabango, Leyte Philippines. She finished her Bachelor in Secondary Education major in General Science at Visayas State University Villaba Campus, Villaba, Leyte Philippines. She is currently taking up her Master of Arts in Education Degree major in Administration and Supervision at Western Leyte College Ormoc City.

She is currently a Teacher I in Department of Education and she is assigned at Tabango National High School, Poblacion, Tabango, Leyte, Philippines. She is teaching Science subject in Grade 9- and 10-year level.