

## **Factors Affecting the Teachers' Delivery of Instruction and their Performance in Modular Distance Learning Modality**

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*Abstract* —The study aimed to determine the significant relationship between the extent of factors affecting the instructional delivery and performance of teachers on modular distance learning modality. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the researcher-made survey on the extent of the factors affecting the delivery of instructions of teachers on modular distance learning modality in terms of teaching the learners, enhancement of skills of the learners, parental support, DepEd programs and projects and level of adjustment and mental health and a survey to determine the performance of teachers on modular distance learning provided by DepEd Region VIII based on RM No. 466, series 2020. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. The researcher found out that the extent of factors affecting the instructional delivery of teachers is high and their performance on modular distance learning modality is very satisfactory. Likewise, it was revealed in this study that there is significant relationship between extent of factors affecting the delivery of instruction in terms of teaching the learners, parental support, enhancement of the skills of learners, DepEd programs and projects, and level of adjustment and mental health and performance of teachers on modular distance learning modality. Therefore, it is concluded that these factors are not addressed may create more serious problems among teachers and may affect their performance. Thus, teachers should take steps in handling these factors and do some necessary activities to overcome it.

*Keywords* — *Factors, Affecting, Delivery of Instruction, Performance, Teacher, Modular Distance Learning Modality*

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## I. Introduction

It is common knowledge that education is the key to become productive citizens in our country so that most, if not all, of the parents are working hard to earn money just to sustain the needs of their children. But the present education system has encountered challenges in delivering basic education caused by the COVID-19 pandemic, where holding of classes in schools is compromised due to prohibitions following the implementation of General Health and Safety Protocols such as convergence and face-to-face contact. Thus, the School Year 2020-2021 shifted to distance learning delivery.

The education system is greatly affected by the COVID-19 outbreak. But despite this, the Department of Education (DepEd) is still adamant to continue delivering basic education. Every school is doing its best to distinguish the effective modality to be implemented in every school. Identifying the right modality was done through a survey using the Learners Enrolment Survey Form (LESF) where parents must choose on the modality they want for their children.

Benabaye Elementary School had chosen the modular distance learning modality in the delivery of instruction for this school year. The shift of the teaching-learning delivery in schools to modular distance learning made more challenging, on the part of the school personnel, the delivery of basic quality education. That is why DepEd leaders are always finding avenues to solve the problems and capacitating its teachers and school heads to become more effective in their field for the modular distance learning.

As frontliners in the educational system, they have undergone various trainings and seminars to be more equipped in delivering better education amid the COVID-19 pandemic as it is a norm of the department to train teachers not just for professional growth but to become ready for unexpected circumstances. But does this really suffice? How about the other needs of the teachers in the implementation of this new normal modality? These are only some of the questions raised by some teachers as the Philippine education has shifted with the modular distance learning modality under the new normal.

The country's health crisis raises difficulties in teaching where teachers are part of the current normal education system. These problems influence their success in the preparation of modules (Canonizado, 2020). There are times where teachers are stressed from time to time because of a lot of things to do. As a result, they are also withdrawing from group talks with their friends.

Teachers face difficulties under the current normal education system. These problems include teaching the learners where it is difficult for teachers to reach out to all the learners at home, even the teachers are using different forms of communication (Caninizado, 2020). It is therefore quite difficult for them to develop the skills of the learners because the learners remain at home while learning the lessons. Not all parents have the desire and ability to support their children in their studies. Some parents lack the ability to comprehend the handwritten details written on the modules. DepEd constantly implements multiple systems that have culminated in

the loss of the teachers (Canonizado, 2020). In this phase of the pandemic, it is difficult to gather everybody to carry out the various DepEd services.

Challenges are part of a life that cannot be erased. Individuals need to consider these obstacles to realize that they are living spaces. In addition, they need to have a positive temperament in their lives so that they can cope with the difficulties they face in carrying out their everyday tasks at school.

Moreover, as the Philippines has not yet contained the spread of the virus for more than a year, face-to-face learning is still prohibited. Teachers must continue in the formulation of learning resources to possibly attain the quality education that the parents are expecting to be given to their children. Delivery of instructions by the teachers are still challenge up to this time. While most of the teachers has crafted video lessons to supplement the learning of the pupils with access to updated gadgets, they provided learning activity sheets and other worksheets just to guide the pupils in the activities provided in the modules, teachers are still hesitant if pupils really learn the lessons and some of the these if not all are factors which affects the delivery of instructions of teachers on modular distance learning modality. Thus, this study is crafted to determine the factors affecting the delivery of instructions and performance of teachers on modular distance learning delivery modality in Benabaye, Canbantug and Casilda Elementary Schools of Merida District, Leyte Division. A proposed intervention plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the significant relationship between the extent of factors affecting the instructional delivery and performance of teachers on modular distance learning modality of Benabaye, Canbantug and Casilda Elementary School, Merida District, Leyte Division. A proposed intervention plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of factors affecting the instructional delivery of teachers on modular distance learning modality based on the following:
  - a. Teaching the learners;
  - b. Enhancement of Skills of the Learners;
  - c. Parental support;
  - d. DepEd programs and projects; and
  - e. Level of adjustment and mental health?
2. What is the level of performance of teachers on modular distance learning modality 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 extent of factors affecting the instructional delivery and performance of teachers on modular distance learning modality?
  4. What intervention plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design employing the quantitative data to determine the extent of factors affecting the instructional delivery and performance of teachers on modular distance learning modality and its relationship. Benabaye Elementary School, Canbantug Elementary School and Casilda Elementary School, Merida District, Leyte Division is the main locale of the study. The 30 teachers teaching in the said locale are the main respondents of the study and researcher-made survey on the extent of the factors affecting the delivery of instructions of teachers on modular distance learning modality in terms of teaching the learners, enhancement of skills of the learners, parental support, DepEd programs and projects and level of adjustment and mental health and a survey to determine the performance of teachers on modular distance learning provided by DepEd Region VIII based on RM No. 466, series 2020. This research is focused on determining the level of stress, job satisfaction, and performance of teachers on modular distance learning modality and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 30 teachers involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done personally through face-to-face. Permission from the Barangay and Local IATF was secured. Administering of the survey followed. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent to be included in the study were signed.

*Treatment of Data.* The Simple Percentage and Weighted Mean was employed to determine the extent of factors affecting the delivery of instruction and performance of teachers on modular distance learning modality. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

### III. Results and Discussion

**Table 1**  
**Factors Affecting the Instructional Delivery of Teachers (N=30)**

Indicators	Weighted Mean	Description	Interpretation
<b>TEACHING THE LEARNERS</b>			
Parents are the ones who respond to their children's modules to ensure that their children earn high grades	3.92	Agree	High
Teaching of the lesson is only up to the modules.	3.91	Agree	High
Difficulty in reaching the child.	3.87	Agree	High
No face-to-face interaction with the child.	4.11	Agree	High
Limited time and schedule in the conduct of home visitation.	4.21	Agree	High
<b>AVERAGE MEAN</b>	<b>4.00</b>	<b>Agree</b>	<b>High</b>
<b>PARENTAL SUPPORT</b>			
Members of the family are involved in the learning of the child.	4.61	Strongly Agree	Very High
Parents or learning facilitators provide the needs of the child in learning.	4.66	Strongly Agree	Very High
Providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school.	4.67	Strongly Agree	Very High
Monitor the learning of the child.	4.77	Strongly Agree	Very High
Attend school meetings, conferences, and organizations in school.	4.12	Agree	High
<b>AVERAGE MEAN</b>	<b>4.57</b>	<b>Strongly Agree</b>	<b>Very High</b>
<b>ENHANCEMENT OF SKILLS OF THE LEARNERS</b>			



Teachers typically recognize the talents of the learners.	3.92	Agree	High
Teachers develop the skills of the learners by providing them with adequate training to prepare them for different competitions.	4.10	Agree	High
Selected pupils are trained.	4.15	Agree	High
Difficulty in reaching the child.	4.07	Agree	High
Indifferent attitude of the parents in involving their child in school activities.	4.12	Agree	High
<b>AVERAGE MEAN</b>	<b>4.05</b>	<b>Agree</b>	<b>High</b>
<b>DEPED PROGRAMS AND PROJECTS</b>			
Pressure in accomplishing ASAP reports.	3.96	Agree	High
Plenty of outputs are required from the teachers and school.	4.10	Agree	High
Technical know-how of the School head in accomplishing the required reports for the programs of DepEd.	4.18	Agree	High
Overlapping of implementation of some DepEd programs and projects.	4.08	Agree	High
Lack of focus on a particular program to be implemented in school.	3.95	Agree	High
<b>AVERAGE MEAN</b>	<b>4.06</b>	<b>Agree</b>	<b>High</b>
<b>LEVEL OF ADJUSTMENT AND MENTAL HEALTH</b>			
Adjust on personal and professional life due to this pandemic. and the state and level of mental health maintained by the teacher carries much weight in influencing his teacher behavior and teacher effectiveness needed for the effective control and management of the teaching, learning process	3.91	Agree	High
Poor mental health of teachers due to many problems at home and in school.	3.89	Agree	High
Knowledge on the subject to be taught.	4.44	Agree	High
Lack of support from the School Head and other school personnel.	3.29	Moderately Agree	Moderate
Level of mental health maintained by the teacher carries much weight in influencing his teacher behavior and teacher effectiveness needed for the effective control	3.86	Agree	High

and management of the teaching and learning process			
<b>AVERAGE MEAN</b>	<b>3.88</b>	<b>Agree</b>	<b>High</b>
<b>Grand Mean</b>	<b>4.11</b>	<b>Agree</b>	<b>High</b>

Table 1 presents the factors affecting the instructional delivery of teachers on modular distance learning modality. It was revealed on the table that the extent of factors affecting the instructional delivery of teachers on modular distance learning modality in terms of teaching the learners, parental support, enhancement of the skills of learners, DepEd programs and projects, and level of adjustment and mental health has a grand mean of 4.11 which is interpreted as high. This means that teachers agree that these are the factors affecting the delivery of instructions to the pupils in modular distance learning modality. This implies that these are the problems teachers are trying to overcome to make it easier, but this is a fact in life that everyone faces as they move in, and these problems have an effect on their success in the preparation of modules and other learning materials.

Moreover, this table shows that the extent of factors affecting the instructional delivery of teachers in terms of teaching the learners has an average mean of 4.00, which is interpreted as high. This means that teachers agree that teaching the learners during this time of pandemic is difficult for face-to-face interaction is impossible. They need more time to reach out the pupils due to the overloaded work of teachers in preparing for the learning materials to be given to the pupils. This implies that teachers cannot teach the lesson the way they used to teach. Teachers' function is typically limited to planning modules, distributing and retrieving modules, answering parents' questions, and correcting learners' responses. This is considered a difficulty for teachers since they do not know if their learners are really learning lessons.

Another factor affecting the delivery of instructions of teachers in modular distance learning modality is parental support with an average mean of 4.57, which is interpreted as very high. This means that support of parents in assisting and guiding the pupils accomplish the modules contribute the highest mean among other factors mentioned. This implies that teachers are affected by the support extended by the parents or learning facilitators to their children who are learning at home. This is evident on the retrieved modules of the pupils, where most of them have erroneous and no answers.

Moreover, this table also shows the factors affecting the instructional delivery of teachers on modular distance learning modality in terms of enhancement of skills of the learners. It was revealed on the table that enhancement of skills of the learners has an average mean of 4.05, which is interpreted as high. This means that teachers agree that enhancement of skills of the learners affect the instructional delivery during this time of pandemic. This implies that enhancing the skills of the learners is considered a challenge for the teachers because they do not have the confidence



that the skills of the learners continue to improve at home. It also needs the guidance of teachers to develop the skills of the learners.

Furthermore, the data also shows the extent of factors affecting the delivery of instructions of teachers in modular distance learning modality in terms of DepEd programs and projects. The table revealed that the extent of factors affecting the delivery of instructions of teachers in modular distance learning modality in terms of DepEd programs and projects has an average mean of 4.06, which is interpreted as high. This means that there DepEd programs and projects which needs to be implemented even during this time of pandemic, and this cause challenges to the teachers for their instructional delivery is affected. This implies that teachers will continue to work overtime only to comply with all these undertakings.

Finally, the last factors identified in this study which affects the delivery of instruction of teachers in modular distance learning modality is the level of adjustment and mental health of the teachers. The table revealed that the extent of factors affecting the delivery of instruction of teachers in modular distance learning modality is the level of adjustment and mental health of the teachers has an average mean of 3.88, which is interpreted as high. This means that teachers agree that level of adjustment and mental health is one of the challenges that affect the delivery of instructions to the pupils learning at home using the modules and other learning materials. This implies that with the new normal learning modality, teachers had a hard time in adjusting the activities involving in the implementation of modular distance learning modality and these activities caused mental disturbance of teachers. The pressure also of accomplishing the targets set cause them to think more which result to unhealthy mental functions.

**Table 3**  
**Teaching Performance (N=33)**

<b>Key Result Areas</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Content Knowledge and Pedagogy	4.38	Evident	Very Satisfactory
2. Learning Environment and Diversity	3.90	Evident	Very Satisfactory
3. Curriculum and Planning	4.02	Evident	Very Satisfactory
4. Reporting and Assessment	4.37	Evident	Very Satisfactory
5. Plus Factor	4.41	Evident	Very Satisfactory
<b>Grand Mean</b>	<b>4.22</b>	<b>Evident</b>	<b>VERY SATISFACTORY</b>



Table 3 presents the performance of teachers on modular distance learning modality. It was revealed on the table that the level of teaching performance on modular distance learning modality has a grand mean of 4.22, which is interpreted as very satisfactory. This means that all the key results areas in the implementation of modular distance learning as prescribed by the Department of Education is evident, and teachers are performing based on the standards set. This implies that teachers are doing their best and they are in the right track on the implementation of modular distance learning. This implies further that high performance work systems, directly and indirectly influence teachers' in-role performance and extra-role behavior through the mediation of the quality of working life.

**Table 4**  
**Test of Relationship**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>INSTRUCTIONAL DELIVERY AND PERFORMANCE</b>	0.77	2.631	1.324	Reject Ho	Significant Relationship (High)

Table 4 presents the test of the relationship between the extent of factors affecting the instructional delivery and performance of teachers on modular distance learning modality. It was revealed on the table that the computed value or t of 2.631 is greater than the tabular value of 1.324 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the factors affecting the delivery of instructions and performance of teachers on modular distance learning modality. The r-value of 0.77 shows a high significant relationship. This implies that there are factors which affects the delivery of instruction of teachers which do not address may affects their performance. These factors should be given attention by school leaders and managers to effectively implement the modular distance learning modality and, when not addressed, might lead to a more serious problem.

#### **IV. Conclusion**

The data revealed that there is significant relationship between extent of factors affecting the delivery of instruction in terms of teaching the learners, parental support, enhancement of the skills of learners, DepEd programs and projects, and level of adjustment and mental health and performance of teachers on modular distance learning modality. Therefore, it is concluded that these factors are not addressed may create more serious problems among teachers and may affect their performance. Thus, teachers should take steps in handling these factors and do some necessary activities to overcome it.

#### **V. Recommendations**

1. The Proposed Intervention Plan formulated should be utilized;
2. School Heads should provide a conducive working environment for the teacher where they can express their emotions and feelings to most reliable persons;
3. School Heads should provide a healthy work environment where teachers can work happily;
4. Constant communication to teachers should be done to monitor their personal and professional life;
5. School Heads and teachers should work harmoniously in the school and they should avoid conflict;
6. School Heads should provide technical assistance to overcome the factors affecting their performance;
7. Guidance and recognition should be given to teachers to motivate them to work; and
8. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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## AUTHOR'S PROFILE



### MRS. NIZEL I. SUBLA

The author is born on January 28, 1990 at Ormoc City, Leyte, Philippines. She is presently residing at San Miguel St., Calunangan, Merida, Leyte. She finished her elementary education at Calunangan, Elementary School in the year 2002 and continue her education and able to finish secondary education at VMS Calunangan Annex, Calunangan, Merida, Leyte in the year 2006. She enrolled and finished her Bachelor of Elementary Education at Visayas State University-Isabel Campus, Isabel, Leyte. She continues her post graduate study at Western Leyte College, Ormoc City.

She is currently teaching Kindergarten Class at Benabaye Elementary School, Merida District. She has been a Teacher I for 3 years now. She attended series of trainings in District and School base since she was the ICT Coordinator in their school. She is now happily and contented molding pupils and inspiring them to have a better future.