Teaching Competencies and Pupils' Performance in the Implementation of Modular Distance Learning Modality

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Abstract — The study aimed to determine the significant relationship between teachers' level of competencies and the pupils' academic performance in the implementation of modular distance learning modality. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher utilized the Monitoring and Supervision Tool distributed by DepEd Region VIII to 8 teachers and academic grades of the 194 pupils to all subjects in the 2nd quarter assessment. Simple Percentage, Weighted mean and Person Product Moment Correlation Coefficient (Pearson r) were the statistical tools used. The researcher found out that teachers' level of competencies is very satisfactory and academic performance shows a 100% passing grade. Likewise, it was found out that there is a significant relationship between the level of competencies of teachers on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, plus factor and academic performance of the pupils in the implementation of modular distance learning modality. Thus, the competencies of teachers greatly affect the performance of the pupils on modular distance learning modality.

Keywords — Teaching Competencies, Academic Performance of Pupils, Modular Distance Learning Modality

I.   Introduction

Quality education means quality teachers, their competencies and qualifications on how to develop the learners' quality of life so that they can properly serve society according to their roles and responsibilities as good citizens (3). According to the Department of Education, teacher's competencies are a big factor in the academic achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities and creative productiveness, and university and community service (8).

Undoubtedly, 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 modular distance learning. As front liners in the educational system, they have undergone various training and seminars to be more equipped with teaching competencies in delivering better education amid the COVID-19 pandemic. It is a norm of the department to train teachers not just for professional growth but to become ready for unexpected circumstances.

Teaching competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (6). Therefore, teacher competencies entails subject matter, comprehension of teaching strategies and learning styles, and the process of applying effective teaching approaches to enhance the process of knowledge acquisition and application, therefore transforming learners into new knowledgeable beings (5). Studies teacher on characteristics confirms the logical conclusion that pupils' poor academic performance correlates strongly with poor quality of teachers teaching them in school (4). Weaknesses hamper pupils learning and academic performance in teachers' pedagogical content knowledge and classroom practices (2).

For teaching and learning process to take place in school, teachers are the most significant persons (10). The success of any curriculum to be implemented needs teachers who are competent (11). Same has been echoed by (7) who argues that educational plans are likely to be successful if teacher are well trained with the requisite competencies for delivery and execution of the plans. Akiri (1) noted that teachers' performance and subsequent quality of education depend on service delivery by teachers. It is in this premise that the researcher is motivated to conduct this study in order to determine the significant relationship between the level of competencies of teachers on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and plus factor in the implementation of modular distance learning modality and academic performance of pupils. An intervention plan formulated based on the findings of the study.

In the aforementioned rationale, the researcher who is currently teaching in the above mentioned local would like to delve worthy research undertaking that will benefit the school he is currently teaching and that of her Graduate Program. This study determines the significant relationship between teachers' level of competencies and academic performance on modular distance learning modality.

Specifically, this study sought to answer the following questions:

1. What is the level of competencies of teachers in the implementation of modular distance learning modality in terms of the following:

1.1 Content Knowledge and Pedagogy;

1.2 Learning Environment and Diversity of Learners;

1.3 Curriculum and Planning;

1.4 Assessment and Reporting; and

1.5 Plus Factor?

2. What is the academic performance of the pupils on modular distance learning modality?

3. Is there a significant relationship between the level of competencies of pupils and pupils' academic performance in the implementation of 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. This design was the most appropriate research design for this study because it sought to the level of competencies of teachers on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, plus factor and academic performance of pupils in the Implementation of modular distance learning modality. Moreover, this design also determined the degree of linear relationship between the variables; level of competencies of teachers on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, plus factor and academic performance of pupils in the implementation of modular distance learning modality. Canbantug Elementary School, Merida District, Leyte Division are the main locale of the study. The 8 teachers and 194 pupils are the respondents of the study. The Monitoring and Supervision Tool in the implementation of modular distance learning modality of DepEd Region VIII and 2nd Quarter 194 pupils in the said locale were utilized. This research evaluates teachers' level of competencies on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, plus factor and academic performance of pupils in the implementation of modular distance learning modality and its correlation between the dependent and independent variables. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 8 teachers and 194 pupils are involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol. Moreover, the 2nd quarter grades of the 194 pupils were gathered.

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. The research instrument was administered personally to the school head of Canbantug Elementary School of Merida District where she rated the teachers on their performance in teaching the modular distance learning modality. A letter to orient on how to accomplish the survey was appended in the questionnaire. The school head was

given ample time to answer the survey. Retrieval, tabulation and submission for statistical treatment was done. Making of Proposed Intervention Plan.
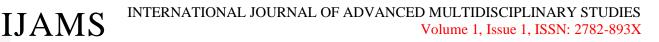
Ethical Issues. The right to conduct the study strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and School Principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

Treatment of Data. Descriptive statistics such as simple percentage and means were applied as statistical treatment. The Pearson Product Moment Correlation was used to analyze the significant relationship between teachers' level of competencies and pupils' academic performance. This proved and disproved the hypothesis of the study.

III. Results and Discussion

Table 1
Competencies of Teachers (N=8)

Statement	WeightedMean	Description	Interpretation
A. 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)	4.66	Highly Evident	Outstanding
B. LEARNING ENVIRONMENT AND DIVERSITY OF LEARNERS (Manages learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments)	4.00	Evident	Very Satisfactory
C. CURRICULUM AND PLANNING (Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts)	4.22	Evident	Very Satisfactory
D. ASSESSMENT AND REPORTING (Designs, selects,	4.14	Evident	Very Satisfactory

organizes and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements)			
E. PLUS FACTOR (Performs various related works/activities that contribute to the teaching-learning process)	4.13	Evident	Outstanding
GRAND MEAN	**4.23**	**Evident**	**Very Satisfactory**

Table 1 presents the level of teaching competencies in the implementation of modular distance learning modalities. It was revealed on the table that the level of teaching competencies in the implementation of modular distance learning modality has an average mean of 4.23 which is interpreted as very satisfactory. This means that teaching competencies are evident in teachers' duties as they implement the modular distance learning modality. This implies that teachers show mastery of the content, knowledge, and skills in teaching, they crafted learning resources appropriately based on the learners' needs and assessed the pupils' learning. They plan, manage, and implement developmentally sequenced teaching and learning processes to meet the grade and subject curriculum requirements very satisfactory.

Moreover, the area rated the highest mean of 4.66 which is interpreted as outstanding, is the content, knowledge and pedagogy. This means teachers' teaching competencies in terms of content knowledge and pedagogy are outstanding. It is highly evident in the learning materials they crafted and distributed to the learners. This implies that teachers show mastery of the subject matter.

On the other hand, the area rated with the lowest mean by the respondents has an average mean of 4.00 which is interpreted as very satisfactory, is learning environment and diversity of learners. This means that teachers wanted that learning environment of pupils is conducive. Teachers are not sure that their pupils' learning environment is motivating and friendly with modular distance learning modalities. This implies that teachers are more concerned about how and where the learners are working on the modules and other learning materials given them despite this pandemic. They make sure that the total environment for learning optimizes the ability of the pupils to learn.

Table 2
Academic Performance of Pupils (N=194)

RANGE	DESCRIPTION	Frequency	Percentage
90-100	Outstanding	49	25
85-89	Very Satisfactory	44	23
80-84	Satisfactory	59	30
75-79	Fairly Satisfactory	42	22
BELOW 75	Did not Meet Expectation	0	0
TOTAL		**194**	**100**

Table 2 presents the pupils' performance in the implementation of modular distance learning modality. It was revealed on the table that 49 or 25% are rated outstanding in their performance for the 2nd quarter, 44 or 23% have very satisfactory rating, while 59 or 30% have satisfactory rating and 42 or 22% are rated fairly satisfactory. This means that all of the pupils were able to get the passing grade of 75%. This implies that despite of no face-to-face interaction with their teachers and only the modules and other learning materials are with them with the assistance and guidance of their learning facilitators, still they were able to understand the lesson and attain the passing grade.

Table 3
Test of Relationship Between the Competencies of Teachers and Academic Performance of Pupils

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Content Knowledge and Pedagogy and Academic Performance	0.73	3.992	1.641	Reject Ho	Significant Relationship *(Very Strong Positive Relationship)*
Learning Environment and Diversity of Learners and Academic Performance	0.75	3.667	1.641	Reject Ho	Significant Relationship *(Very Strong Positive Relationship)*

Curriculum and Planning and Academic Performance	0.72	4.436	1.641	Reject Ho	Significant Relationship *(Very Strong Positive Relationship)*
Assessment and Reporting and Academic Performance	0.76	4.545	1.641	Reject Ho	Significant Relationship *(Very Strong Positive Relationship)*
Plus Factor	0.69	3.164	1.641	Reject Ho	Significant Relationship *(Very Strong Positive Relationship)*

Table 3 presents the test of the relationship between teachers' competencies and academic performance in the implementation of modular distance learning modality. It was revealed on the table that the computed r of 3.992 is greater than the tabular value of 1.641 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between teachers' level of competencies on content knowledge and pedagogy and academic performance of pupils. The r value of 0.73 shows a very strong positive relationship. This implies that when teachers know about teaching and know about what they teach based on the kinds of learners they have, pupils' academic performance is improved. The modules they presented or distributed to the learners are crafted carefully and competencies are based on the level of the learners.

Moreover, this table also presents the test of the relationship between the level of teachers' level of competencies in terms of learning environment and diversity of learners and academic performance of the pupils. It was revealed on the table that the computed value or t of 3.667 is greater than the tabular value of 1.641 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between teachers' level of competencies on the learning environment and the diversity of the pupils' academic performance. The r value of 0.75 shows a very strong positive relationship. This implies that learning environment affects the academic performance of the pupils. If the learning environment of the pupils is stimulating and motivating, positive learning outcomes will be achieved.

Further, this table also presents the test of the relationship between the level of teachers' level of competencies in terms of curriculum and planning and academic performance of the

pupils. It was revealed on the table that the computed value or t of 4.436 is greater than the tabular value of 1.641 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the level of competencies of teachers on curriculum and planning and academic performance of the pupils. The r value of 0.72 shows a very strong positive relationship. This implies that teachers develop well-coordinated, quality teaching, learning, and assessment programs that build students' knowledge, skills, and behaviors in the disciplines and their interdisciplinary and or physical, personal and social capacities.

In addition, this table presents the test of the relationship between the level of teachers' level of competencies in terms of assessment and reporting and academic performance of the pupils. It was revealed on the table that the computed value or t of 4.545 is greater than the tabular value of 1.641 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between teachers' level of competencies in assessing and reporting the pupils' academic performance. The r value of 0.76 shows a very strong positive relationship. This implies that teachers support pupils to achieve high standard and provide basis for guiding further learning and informing parents about their child's achievement.

Lastly, this table presents the test of the relationship between the level of teachers' level of competencies in terms of plus factor and academic performance of the pupils. It was revealed on the table that the computed value or t of 3.164 is greater than the tabular value of 1.641 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between teachers' level of competencies on plus factor and academic performance of the pupils. The r value of 0.69 shows a very strong positive relationship. This implies that despite the tasks given to teachers, especially in modular distance learning modality where everything is new to them, they still perform various related works/activities that contribute to the teaching-learning process.

IV.   Conclusion

The data revealed a significant relationship between teachers' level of competencies on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, plus factor and academic performance of pupils. Thus, competencies of teachers greatly affect the academic performance of the pupils. Teachers' positive attitude towards teaching, mastery of the subject matter, appropriate assessment tools, conducive learning environment, and appropriate learning activities and materials contribute to the pupils' academic performance in modular distance learning modality.

V.   Recommendations

1. The proposed intervention plan formulated should be utilized;
2. Crafted learning activities should be congruent to the competencies presented in the modules;
3. Teachers and School Heads should provide adequate and child-friendly learning resources to the pupils;
4. Teachers and School heads should conduct monitoring activities for the pupils and learning facilitators;
5. Teachers should encourage parents to support their children through their guidance and assistance;
6. Teachers and School Heads should conduct home visitation for feedback giving and consultation; and
7. Future researchers should replicate this study to include different locale, and include different variables aside from what is mentioned in this study.

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AUTHOR'S PROFILE

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