

Weekly Home Learning Planning and Assessment Skills of Secondary School Teachers in Filipino And Problems Encountered in Modular Learning

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Abstract — This study determined the weekly home planning and assessment skills of secondary school teachers in Filipino and problems in Modular Distance Learning in Seguinon National High School, Seguinon, Albueria Leyte. The findings were the basis for a proposed Learning Continuity Plan in Filipino.

In terms of trainings and seminars attended related to distance learning; the majority have 101-120 hours of trainings attended. This means that all of them have ample and adequate number of trainings hours related to teaching. The planning skills of the Filipino teachers as evaluated by the principal were very good. This means that based on the home learning plan, the faculty were able to mark and cover the competencies required in a lesson. Filipino subject is a formative subject that requires mastery of the subject matter and skills to develop efficient students. The assessment skills of the Filipino teachers per evaluation by the principal, Overall, the teachers have good assessment skills.

In the qualitative data about the faculty's problems and challenges in the teaching-learning process, three themes emerged: Motivation, lack of preparation of teachers, and students' behavior.

Format were learned from the training and sample provided as part of Learning Continuity Plan of the school and DepEd. The Filipino teachers had very satisfactory in their planning skills and as evidenced in the modules produced by the teachers with weekly home learning plan. However, the Filipino Teachers need further enhancement in their assessment skills. The behavior of the students should also be provided with intervention. The results strongly advocate for continued enhancement and training of the teachers.

The school should utilize the proposed Learning Continuity Plan.

Keywords — Weekly Home Learning Plan; Assessment Skills; Problems in Modular Learning

I. Introduction

A well prepared teacher is the key to effective learning in many situations (Gallager, 2005). He/she must always look upon a knowledge based on meaningful learning and teaching experience as well as an extensive repertoire of useful strategies to reach desired learning goal. The classroom environment should be conducive and challenging in every meeting. A teacher should endeavor to provide variety in the manner in which he/she teaches, rather than the same predictable, albeit comfortable method of "telling" rather than teaching (Mayer, 2005). As providers of information, a teacher needs to remember that learning is best taught by a holistic approach in applying competence in planning and assessment.

The devastating outbreak of COVID-19 pandemic resulted in the implementation of various forms of community quarantine, has greatly affected the education system (DO No. 07, s. 2020) including Seguinon National High School in Albuera Leyte. While the concerted efforts in the past months against the COVID-19 pandemic are producing positive results, it is not yet fully contained, and the country and the world at large continue to face challenges brought about by this unforeseen health crisis.

Moreover, the Department of Education (DepEd), specifically Seguinon National High School AND Filipino teachers from Grades 7-10 are committed to ensure learning continuity amidst the challenges. Education must continue to give hope and stability, contribute to normalization of activities in the country, facilitate development of the learners and continuity in providing learning opportunities to their lives, but health and safety of learners and school personnel are of utmost importance and must be protected at all times (DO No. 07, s. 2020). With these, the Department of Education (DepEd) had decided to conduct the opening of classes by in October 5, 2020. Most schools, including our school has adopted the Modular Distance Learning program, which we send modules to students week after week. The teachers have shifted from ordinary classroom teaching to modular mode. Teachers are mainly responsible for providing modules, preparing for the weekly home learning plan, and assessing the students' learning through module-output evaluation. Such abrupt changes have brought functional adjustments, especially to teachers in Filipino.

From the perspective of a teacher in Filipino in remote education, more emphasis should be placed on the study of the structure of students' multidimensional self-concept. A number of recent studies criticized the teacher training programs and suggested new directions to improve the effectiveness of teacher training in relation to planning and assessment competencies applicable in remote or distance learning. Understanding of the structure of these competencies, to a certain extent, can help to improve students' learning, especially the multidimensional structure of students' self-concept.

Outcome-based education (OBE) is a recurring education reform model. It is a student-centered learning philosophy that focuses on empirically measuring student performance, which is called outcomes. OBE contrasts with traditional education, which primarily focuses on the resources that are available to the student, which are called inputs. While OBE implementations often incorporate a host of many progressive pedagogical models and ideas, OBE in itself does not

specify or require any particular style of teaching or learning. Instead, it requires that students demonstrate that they have learned the required skills and content. However, in practice, OBE generally promotes curricula and assessment based on constructivist methods and discourages traditional education approaches based on direct instruction of facts and standard methods. Though it is claimed the focus is not on "inputs", OBE generally is used to justify increased funding requirements, increased graduation and testing requirements, and additional preparation, homework, and continuing education time spent by students, parents, and teachers in supporting learning (Spady, 2008).

In Seguinon National High School, the teachers in Filipino are now challenged in the implementation of Modular Distance Learning. The outcomes-based education is the emphasis of the adjustment in curriculum and the teachers' task to implement the weekly home planning and assessment require evaluation and review so appropriate teaching plan can be developed.

This study determined the weekly home planning and assessment skills of secondary school teachers in Filipino and problems in Modular Distance Learning in Seguinon National High School, Seguinon, Albuera Leyte. The findings were the basis for a proposed Learning Continuity Plan in Filipino.

Specifically, this sought to answer the following questions:

1. What is the profile of the teachers in Filipino in numbers of relevant trainings attended focused on Modular Distance Learning?
2. What is the extent of the skills of teachers in Filipino as rated by the School Head in terms of:
 - 2.1 Weekly Home Learning Planning;
 - 2.2 Students' Assessment?
3. What are the problems encountered by the teachers in Filipino in Modular Distance Learning?
4. What learning continuity plan can be proposed based on the findings of the study?

II. Methodology

Design. This study utilized the descriptive-evaluative design employing quantitative with qualitative-thematic approaches. The training profile of the teachers in Filipino in terms of Relevant Training and Seminars Attended were sought. An evaluative assessment was also done on how competent the teachers in Filipino in planning and assessment as are perceived by the principal.

A qualitative discussion was sought through a written discussion from the representatives asking an open question on: What are the problems and challenges encountered by the faculty in the aspect of Modular Distance Learning? Hence, a learning continuity plan was proposed.

Sampling. The study employed the total population sampling method among the secondary school teachers in Filipino in Seguinon National High School. A total of 15 teachers in Filipino and 1 School Head were included in this study to undergo evaluation on planning and assessment competencies. The rater (school head) utilized an individualized assessment tools on two areas: planning and assessment competencies. In the aspect of the qualitative data, the researcher requested ten representatives from the teachers chosen through purposive sampling to participate in answering the qualitative discussion. The written discussion of the representatives served as vital qualitative data of the study.

Research Procedure. A letter of permit noted by the adviser/dean of the Western Leyte College and the research adviser to conduct this research was secured and was attached to the corresponding tools. A pocket discussion was also done among the faculty to ensure full cooperation in the study. The principal and teachers in Filipino were oriented in the research undertaking and were requested to contribute their most honest response in the evaluation. The principal was also provided with the tools and was scheduled for an actual evaluation.

The Filipino teachers were scheduled to answer the open question for the qualitative data of the study. The proceedings were categorized in responses through a thematic approach.

After collecting and collating all the necessary data needed, the research sent the tallied data to a recommended statistician for the statistical treatments. When the treated data is given back, the researcher proceeded in making the presentation, interpretation and analysis of the data.

Ethical Issues. The right to conduct the study was strictly adhered through the principal's approval, approval of the Superintendent of the Division. Orientation of the respondents, both the students and the teachers and the industry partners was done separately. In the orientation, the issue on, an Informed Consent Form was accomplished prior to the Focus Group Discussion. The need for the secondary data, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have assigned codes instead. For Qualitative data.

Treatment of Data. The data gathered were submitted to the following statistical treatments: Simple percentage determined the frequency of the responses in the professional profile of the Secondary School Teachers in Filipino in terms of Relevant Training attended. Weighted mean determined the entire response distribution of the participants in planning and assessment competencies. Thematic Content Analysis was used to identify the themes that emerged during the conduct of the qualitative data gathering during the answering session of the teachers in Filipino.

III. Results and Discussion

Table 1
Professional Profile of the Filipino Teachers

Profile Indicators	Frequency	Percentage
Relevant Trainings and Seminars Attended		
101-120 hours	8	53
81-100 Trainings	3	21
61-80 Trainings	2	13
41-60 Trainings	2	13
40 below	15	100

Table 1 shows the professional profile of the Filipino teachers in terms of Trainings attended related to modular distance learning in terms of hours.

In terms of trainings and seminars attended related to distance learning; 8 (53%) have 101-120 hours of trainings attended; 3 (21%) has 81-100 hours of trainings; 2 (13%) have 61-80 trainings and 2 (13%) have 1-60 trainings hours attended. This means that all of them have ample and adequate number of trainings hours related to teaching. According to Mayer (2005), teaching preparation is more than telling in the class. It is beyond lecture. It requires a massive amount of education to be familiar with the complexity of teaching.

Table 2
Planning Skills of the Filipino Teachers

	PLANNING INDICATORS	Average	
		WM	E
1.	know the elements and process of developing an instructional plan (e.g., daily, weekly, quarterly, yearly).	3.60	Very Good
2.	Specify a clear course description and expected content of the subject matter	3.54	Very Good
3	Enumerate the general learning objectives in behavioural content.	3.72	Very Good
4.	Arrange sequentially the learning units/outcomes/content in line with the desired competency of the subject	4.05	Very Good
5.	Identify/specify appropriate learning objectives in the lesson plan.	3.75	Very Good

6.	Identify/specify appropriate learning strategies in the lesson.	2.83	Good
7.	Identify/specify appropriate learning/instructional materials in the lesson.	3.05	Good
8.	Specify the reasonable time table for each unit or outcome	3.97	Very Good
9.	Specify the assessment strategies in the lesson	2.95	Good
10.	Specify the expected learning outcomes and the details of the expected requirements of the subject	2.98	Good
11.	Utilizes updated references and varied sources from books, journals, and websites.	3.90	Very Good
12.	The lesson plan is updated to suit the demands and needs of the subject	2.60	Good
13.	The lesson plan is communicated and explained to the students	3.55	Very Good
14.	The plan is checked and peer-reviewed by the department chair or principal or the equivalent.	3.50	Very Good
15.	The plan reflects an outcomes-based approach that develops mastery of the subject matter.	3.15	Good
	Grand Mean	3.41	Very Good

Table 2 shows the planning skills of the Filipino teachers as evaluated by the principal. Overall, the grand mean of the evaluation was that the teachers were Very Good planners (mean = 3.41). This means that based on the home learning plan, the faculty were able to mark and cover the competencies required in a lesson. Filipino subject is a formative subject that requires mastery of the subject matter and skills to develop efficient students. The lesson should contain the competencies required in order to develop the subject competency required by the outcomes. The Department of Education (2002), specifies the minimum learning competencies that will be tested among the students to measure their preparedness, skills, and competencies. The principal agreed that the teachers were very good in the aspect of "Arrange sequentially the learning units/outcomes/content in line with the desired competency of the subject." The principals agreed that the weak points of the teachers are focused on the aspect of "Identify/specify appropriate learning strategies in the subject."

The school and the division office have prepared series of enhancement training to equip the teachers in delivering effective learning even in the times of pandemic.

Table 3
Assessment Skills of the Filipino Teachers

	ASSESSMENT SKILLS INDICATORS	Average	
		WM	E
1	Use of appropriate assessment in line and consistent with the course objectives/outcomes	3.58	Very Good
2	The test construction is valid and shows appropriateness in item selection	3.10	Good
3	The assessment strategy is varied to diversify the assessment approach (paper, pencil test, return demo, oral exam, moving exam, reporting)	2.95	Good
4	There is an appropriate table of specifications for the assessment being made.	1.85	Fair
5	The exam is tested through item analysis to test its reliability.	1.25	Poor
6	The use of assessment rubrics is evident	1.75	Poor
7	Authentic assessment is appropriately used (portfolio, performance-based)	2.80	Good
8	Understand the proper utilization of assessment results to improve teaching and learning.	3.20	Good
9.	There is a criterion-referenced scoring and grading being used	3.60	Very Good
10.	Use assessment results in setting learning objectives and learning activities	3.50	Very Good
	GRAND MEAN	2.76	Good

Table 3 shows the assessment skills of the Filipino teachers per evaluation by the principal. Overall, the evaluation shows that the teachers have Good assessment skills (grand mean=2.76). This could be attributed to the lack of test or assessment training background for most teachers applicable to distance learning.

Glaser's criterion-referenced learning: In 1963, Glaser described criterion-referenced measurement as that which locates a student's test behaviour on a continuum ranging from "no proficiency" to "perfect performance". Criterion-reference instruction and assessment are based on attaining specific outcomes and testing for competence in terms of stated criterion. This form of instruction compares a learning outcome or mastery of competencies with a predetermined external standard. Success is measured by demonstration of standards followed by remedial intervention as required. The teachers should improve the assessment techniques focused on

criterion reference or performance based assessment. Criterion-referenced assessment is the preferred mode of assessment in OBE.

OBE learning programme assessment and learner's competence can be compared to specific criteria. v Spady's OBE approach closely resembles Mager's (1962) guidelines in terms of expected performance, conditions under which it is attained, and standards for assessed quality. Competence in the required outcome (learner behaviours) is demonstrated by culminated of significant learning within a context, and specific timeframe required by the individual learner. OBE is explored in greater detail in the following sections.

OBE can be regarded as a theory (or a philosophy) of education (Killen, 2000). Within OBE, there are certain beliefs and assumptions about learning, teaching, and the systemic structures within which activities occur. Spady (1994) proposes three basic assumptions: all learners can learn and succeed; success breeds success; and "teaching institutions" (schools) control the conditions of success.

Killen (2000) defines two basic types of outcome. The first includes performance indicators often measured in terms of tests results, completion rates, post course employment, and so forth. It also emphasizes learner mastery of traditional subject related academic outcomes/content and some cross discipline outcomes (such as problem solving or working cooperatively). The second is less tangible and usually expressed in terms of what the learners know, are able to do, or are like as a result of their education. It stresses long-term, cross-curricular outcomes that relate to the learner's future life roles (such as being a productive worker, a responsible citizen, or parent). These two approaches are what Spady (1994) respectively calls traditional/transactional (content-based) and transformational (outcomes-based) learning systems. See below latter is the focus of this research and includes standards to be consistently demonstrated by the learner at the end of a significant learning experience.

Table 4
Problems and challenges encountered by the Filipino Teachers in the aspect of Planning and Assessment in Modular Learning

Themes	F	%	Informants
Students' Motivation	13	87	Apple Orange Mango Banana Melon Grape Cherry
Lack of Preparation (Resources)	15	100	Apple Orange Grape Banana Mango
Students' Behavior	15	100	Melon Banana Orange Cherry

Table 4 presents the problems and challenges of the Filipino teachers in the aspect of planning and assessment.

The first theme is on motivation. Motivation is a common challenge to most Filipino teachers. They see it as stumbling blocks in learning. The students have low interest, and it is affecting the performance.

Mango says *“A problem to be overcome is piquing the pupils’ interest and appetite for the subject. I see this more as a challenge than a problem. No matter how effectively the teacher prepares the module, if the message falls on deaf ears and disinterested minds, no learning will happen. To avoid this from happening, we teachers have to familiarize ourselves with the current preoccupations of the students – what’s trendy and popular to them and basically relate with them so they become more open to the subject, as well as the teacher. When their minds are open, that’s when we can more effectively teach, and the students, in turn, will learn more effectively.*

Today, more and more students are showing disruptive behavior in times of pandemic without having developed a motivation to learn. Students can tune out for several reasons. (1) They

have a learning disability, can't keep up, are not getting help, and simply give up! They become convinced that they cannot do the work ("So why even try?").(2) They have a physical problem, such as poor vision, poor hearing, or bad headaches. (3) They do not see the relevance of the material to their lives. They don't see school as providing any benefit to them.

(4) They are distracted by many competing forces.

Cherry said, "I am frustrated and considered a real challenge when students are uninterested and unmotivated; often show an ignoring and neglecting behavior as they do not know the importance of education."

Furthermore, Melon claimed that the demotivation could stem from "1.The student lacks interest in the subject, causing them to not accomplish the modules on time or most submissions are delayed. 2.The student only wants to pass the subject but don't mind if they learn causing poor quality of graduates and will have difficulty in their future career. 3. Parents forced the student to go comply the modules that are not of their own interest. Thus, they show poor performance in class and lack of interest in the subject. 4.The student speaks differently and may be interested in the subject but have a language barrier, causing them to have a below par performance.

The second theme is the **lack of preparation of the teachers**. This could be attributed to the insufficient background of the teachers to plan, utilize varied teaching materials and evaluate assessment of the students in times of pandemic, making most of the class effortless successful.

Apple said, "One serious problem is the lack or inadequacy of resource materials. Based on experience, for public school, it is often hard, not to mention, expensive to acquire resource materials to be used in the class and so much more in distance learning. The modules prepared by the teachers helps a lot, but only to some extent. Without the support of the school, the opportunity to learn more is lost because of this problem."

Mango added," The teachers' training could be an impediment in the effective teaching. Most teachers are not adequately train to make the plan. I mean good plan of lessons. The teaching strategies are also limited to most teachers. And they only use routine lecture. More trainings should be given to the teachers.

A well prepared teacher is the key to effective learning in many situations (Gallager, 2005). He/she must always look upon a knowledge-based on meaningful learning and teaching experience as well as an extensive repertoire of useful strategies to reach desired learning goal. The classroom environment should be conducive and challenging in every meeting. A teacher should endeavor to provide variety in the manner in which he/she teaches, rather than the same predictable, albeit comfortable method of "telling" rather than teaching (Mayer, 2005). As providers of information,

a teacher needs to remember that learning is best taught by a holistic approach in applying competence in planning, instructional and assessment.

Grape said, "the lack of preparation maybe due to the multi tasking or more works are given to the teacher. Lack of preparation prior to the class due multi-tasking work of the teacher in relation to school curricular and extra-curricular activities

Banana said, "A teacher with too many tasks to perform can pose a problem to focus on learners. There are so many requirements that the teachers need to comply in the learning continuity plan, from preparing of the modules to printing, assessing, making follow-ups, and receiving modules. "

The third theme is the behavior of the students causing a big challenge to the teachers.

Orange said, "Students in our school have a laid back attitude, waiting for the last minute to comply with requirements. Like Butong (not his true name), I have noticed that a high school student who had stayed longer in the school has also adapted to this, unlike some of his fellow age level classmates. Poor study habits. Often rushed and disorganized. Get distracted easily, especially when there are extra-curricular activities involved. Poor appreciation for reading.

Melon added, "Disrespectful behavior from students is also a problem.. Especially teens of this era show such behavior to their teachers as they see disrespectful attitudes towards teachers. My toughest competitor in the classroom is cell phone/video games. Vibration and ringing bells and students texting their peers cause distraction. Although cell phones are strictly prohibited in the classroom, some students still bring them regardless of the consequences. Sleep deprived and lethargic pupils are quite irritating for me. Such pupils find it difficult to concentrate on lectures and appear bored.

Students who are confrontational or non-compliant frequently have poor academic skills, a low sense of self-efficacy as learners, and a very negative attitude toward school (Sprick, et al., 2002). Misbehavior often stems from academic deficits. However, educators who work with these behaviorally challenging learners often make the mistake of overlooking simple academic strategies that have been shown to shape student behavior in powerful and positive ways (Penno et al., 2000). A research-based ideas on academic management presupposes that teachers must do the following: Be sure that assigned work is not too easy and not too difficult. It is surprising how often classroom behavior problems occur simply because students find the assigned work too difficult or too easy (Gettinger & Seibert, 2002). When assignments are too simple, the student may become bored and distracted. When work is too hard, the student is likely to feel frustrated and upset because he or she cannot complete the assignment. As a significant mismatch between the assignment and the student's abilities can trigger misbehavior, teachers should inventory each

student's academic skills and adjust assignments as needed to ensure that the student is appropriately challenged but not overwhelmed by the work.

Teachers should also offer frequent opportunities for choice. Teachers who allow students a degree of choice in structuring their learning activities typically have fewer behavior problems in their classrooms than teachers who do not. (Kern et al., 2002). Providing choices gives students a sense of autonomy and voice in their learning. It should also be remembered that no teacher could possibly anticipate each student's idiosyncratic learning needs in every situation. If students are offered choice in structuring their academic activities, they will frequently select those options that make their learning easier and more manageable. In sum, students who exercise academic choice are more likely to be active, motivated managers of their own learning and less likely to simply act out due to frustration or boredom.

IV. Conclusion

Format were learned from the training and sample provided as part of Learning Continuity Plan of the school and DepEd. The Filipino teachers had very satisfactory in their planning skills and as evidenced in the modules produced by the teachers with weekly home learning plan. However, the Filipino Teachers need further enhancement in their assessment skills. The behavior of the students should also be provided with intervention. The results strongly advocate for continues enhancement and training of the teachers.

V. Recommendations

1. The school should utilize the proposed Learning Continuity Plan;
2. In planning aspect, the teachers should be trained in mastering a realistic lesson plans based on Outcomes-Based Education;
3. In Instructional aspects, the teachers should be enhanced on how to use varied instructional strategies; utilize instructional media and how to utilize effective questioning techniques;
4. In the assessment aspect, the teachers should be taught how to make Table of Specification and how to validate a good test.
5. Training program on behavioral and remote learning management is also important.

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