

Modular Distance Learning Delivery and Performance of Elementary School Teachers in Times of Pandemic

RIZA O. LUCENO

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

Riza.luceno@deped.gov.ph

Abstract — This study aimed to determine the relationship between the Modular Distance Learning Delivery and Performance of Elementary School Teachers in Times of Pandemic. This study used the Descriptive Correlational Survey method of research to determine the effects of modular distance learning delivery on the performance of the Elementary School Teachers. The results were the basis for an intervention Plan. The researcher utilized universal Sampling in identifying the respondents of the study. The results in the test of relationship between the extent of implementing the modular distance learning delivery and performance of teachers. On the area of relationship among teachers with their performance to the extent of implementation of the modular distance learning delivery, it was found out that the computed t value equal to 1.431 is greater than the table value, which is equal to 0.112 and also higher compared to computed r value equal to 0.71.

The result implied that the performance of teachers as they implement the different PPAs of DepEd is very strong considering the results on the relationship of teachers performance in the implementation of the modular distance learning delivery considering that the result is very high which means that they went through successfully on the different indicators such as delivery of instruction, learning and development, Learning assessment, health and safety protocols and partnership towards their performances on content and pedagogy, learning environment and diversity, curriculum and planning, reporting and assessment and plus factor, therefore, the hypothesis which states that there is no significant relationship between the extent on the implementation of the modular distance learning delivery and performance is rejected.

Keywords — *Relationship; Modular Distance Learning Modality; Performance; Teachers*

I. Introduction

The goal of the basic education is to provide the school age population and young adult with skills, knowledge and values to become caring, self-reliant, productive and patriotic citizens. Generally, it aims to provide a well-rounded education that will assist each individual in society to attain his or her potential as a human being, and enhance the range and quality of the individuals within the group. As early as possible, children are taught with the basics such as counting numbers, spelling names, drawing, among many others. This becomes more complicated once an individual enters a more mature phase of life. In today's competitive world, it is imperative to acquire the right degree of learning to equip oneself with the leverage amidst the competition (Department of Education, 2012).

The Department of Education (DepEd) released DepEd Order No. 11, s. 2020 entitled Revised Guidelines on Alternative Work Arrangements in the Department of Education during this COVID19- Pandemic situation, the Department of Education has set elective work plans for its staff, including the teachers, as the nation keeps on grappling with the coronavirus emergency. A lot of reactions and feed backs gained on this alternative work arrangement as it benefit those employees working from home. The employees are happier working from home than in the office; increased time to spend with the family, less stress of traveling in peak traffic, and the flexibility that comes with working in the home are all contributing factors to their increased happiness (Garg, 2015). A critical issue to working from home is that the distance caused by working from home will challenge the communications of employee and their managers (Wiesenfeld, Raghuram & Garud, 2001) which is mainly because that working from home, employees are isolated from their colleagues and managers in organizations, feeling lonely and even pressure.

Since the existing education system in the country has faced difficulty in handing over basic education due to the COVID-19 pandemic wherein traditional mode of delivery of education, the face-to-face has been temporarily suspended. The modular distance learning delivery is one of the best option studied and implemented by the Department of Education. Although some challenges can be experienced by the learners, teachers, and personnel of the entire department, this could be a great help in avoiding educational system stoppage.

The problem I have encountered during the distance delivery is the learners' unanswered modules due to illiteracy of the parents. Most of the learners got low scores due to difficulty understanding the module while the rest got high scores but didn't know how the people around them did it.

With the details above, the researcher is greatly motivated to focus on his study on the modular Distance Learning Delivery and its effect on teachers' performance.

This study aimed to determine the relationship between the Modular Distance Learning Delivery and Performance of Elementary School Teachers in Times of Pandemic. The findings of the study served as a basis of a proposed Enhancement plan.

Specifically, this study sought to answer the following questions.

1. What is the extent of the modular learning delivery modality of the elementary school teachers in times of pandemic?
2. What is the performance of the Elementary School Teachers in times of pandemic in terms of the ff:
 - 2.1 Content Knowledge and Pedagogy;
 - 2.2. Learning Environment and Diversity of Learners;
 - 2.3. Curriculum and Planning
 - 2.4. Assessment and Reporting
3. Is there a significant relationship between Modular Distance Learning Delivery and Performance of Elementary School Teachers in times of pandemic?
4. What enhancement plan can be proposed based on the findings of the study?

Null Hypothesis

There is no significant relationship of the modular Distance Learning Delivery and performance of Elementary School Teachers in times of pandemic

II. Methodology

Design. This study used the Descriptive Correlational Survey method of research to determine the effects of modular distance learning delivery to the performance of the Elementary School Teachers. The results were the basis for an Enhancement Plan. The researcher utilized universal Sampling in identifying the respondents of the study. The Sambulawan Elementary School, Basud Elementary School & Biasong Elementary School in the District of Tabango Leyte are the main locale of the study. The research respondents of the study were the thirty (30) total number of teachers in the aforementioned Schools. There were 30 total number of respondents that were chosen through the universal sample technique. The data of the study was based on the teachers' performance ratings; survey questionnaires in the implementation of the modular distance learning modality.. This research is mainly focused to gather data on: The extent on the implementation of in the Modular Distance learning Delivery ; The performance of Elementary School Teachers during the implementation of the Modular Distance Learning delivery based on the matrix schedule; Proposed Enhancement Plan based on the findings of the study.

Sampling. There are 30 learners who are included in the study and the primary means of reach is through Facebook page, Messenger and cellphone numbers of the teachers and School heads..

Research Procedure. The researcher prepared the research design and tools that were utilized in the study. The researcher formulated the following procedures as guide in gathering of data:

The researcher asked permission from the Schools Division Superintendent as well as to the Public School District Supervisor (PSDS) and School Administrators of Tabango District 1 to conduct a research study in the identified schools.

The research instrument was given to the identified respondents based on the validated tool taken from Regional Memorandum No. 367 s. 2020 and tool for validation on the extent of the implementation of the modular distance learning modality. The researcher personally administered to the identified respondents.

In the collection of data from the Elementary School Teachers, the researcher utilized Enhancement of the monitoring and supervision tool for teachers to get the gauge in the implementation of the modular Distance Learning Delivery. Moreover the platforms used by the researcher in getting the data was through different media platforms such as messenger, cell phones, emails and face to face.

Lastly, the researcher consolidated the data such as rating of Elementary School Teachers in a form of ratings based on the areas mentioned in the Regional Memorandum no. 367 s. 2021 together with the teacher responses on the on the implementation of the modular Distance learning modality.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the different School Administrators, approval of the Superintendent of the Division. Orientation of the respondents School Heads; and the teachers were done.

Treatment of Data. The implementation of the modular Distance Learning Delivery was treated through a weighted mean and descriptions (refer to appendices for the scoring and description) and the performance of teachers. The relationship of the two variables was treated through Pearson-r.

III. Results and Discussion

TABLE 1
Extent in the Implementation of the Modular Distance Learning Delivery

Indicators	Weighted Mean	Interpretation
DELIVERY OF INSTRUCTION		
The teacher had adopted schemes or strategies and methodologies to determine whether there is really learning that happened/has been happening inside the home.	3.86	High
The teacher has crafted contextualized tools and used it to determine the learning of the pupils at home.	3.81	High

The teacher is aware of their responsibilities in assessing the different processes in the modular distance learning modality.	3.72	High
The teacher immediately addresses the issues and challenges encountered by the learning facilitators, pupils and stakeholders in the implementation of modular distance learning modality.	4.02	High
The teacher has crafted plans to sustain the positive results or address the gaps in the implementation of modular distance learning modality.	4.00	High
LEARNING AND DEVELOPMENT		
The teacher has prepared strategies to help the parents effectively and efficiently facilitate the learning process.	3.85	High
The teacher has interventions to assist the kinds of parents (like busy parents, I don't care and indifferent attitude about education and who are not literate and numerate).	3.66	High
The teacher has formulated schemes/strategies to equip the implementers in facilitating learning under the new normal situation.	3.67	High
The teacher is equipped with the knowledge, skills, and attitude to implement modular distance learning modality.	3.67	High
The teacher has crafted plans to sustain the positive results or address the gaps as the pupils learn at home through the implementation of modular distance learning modality.	3.92	High
LEARNING ASSESSMENT		
The teacher has formulated assessment tools to determine the learning outcomes of the pupils while learning at home.	3.92	High
The teacher has formulated strategies to address the pupils unable to cope with the lessons.	4.00	High
The teacher responded to issues and challenges encountered by the implementers in assessing the learning of their children.	4.05	High
The teacher assesses the pupil's total development through the contextualized assessment tool crafted.	4.00	High
The teacher formulated plans to strengthen or sustain the learning of the pupils while at home.	3.90	High

HEALTH AND SAFETY PROTOCOLS		
The teacher had instituted actions/mechanisms to safeguard the health and welfare of the implementers.	3.76	High
The teacher strictly follows the health and safety protocol of the IATF in all activities undertaken in school and at home. assessment tool crafted.	4.00	High
The teacher has initiated activities to determine the strict implementation of the health protocols of the IATF while the pupils are at home.	3.78	High
The teacher conduct disinfection on the modules and other learning materials to be distributed to the parents and during the retrieval of such materials.	3.80	High
The teacher formulated plans and other precautionary measures if in case of COVID 19 infection happened in the community.	3.85	High
PARTNERSHIP		
The teacher has initiated activities to gain support from stakeholders in the implementation of modular distance learning modality.	3.92	High
The teacher conducted initiatives to ensure continuous support of the community and stakeholders	3.93	High
The teacher show transparency for the support given by stakeholders in the implementation of modular distance learning modality.	4.01	High
The teacher immediately respond to issues and challenges encountered by the stakeholders in support to modular distance learning modality.	4.10	High
The teacher has crafted plans to strengthen/sustain the support of stakeholders or address the gaps.	3.86	High
Grand Mean	3.84	High

Legend:

4.50-5.00 - Very High

3.50- 4.49 - High

2.50- 3.49 - Moderate

1.50- 2.49 - Low

1.00-1.49- Very Low

Table 1 presents the Extent of implementation of the modular Distance Learning Delivery in this time of pandemic. The data was presented by different indicators namely: Delivery of instruction, Learning and Development, Learning Assessment, Health and Safety protocols & partnership. In the Delivery of Instruction, majority of the responses were being observed is high with the equivalent weighted mean of 4.02 this indicator is “The teacher immediately addresses the issues and challenges encountered by the learning facilitators, pupils and stakeholders in the implementation of modular distance learning modality”. Another responses which gained above 4.00 (high) is “ The teacher has crafted plans to sustain the positive results or address the gaps in the implementation of modular distance learning modality. On the other hand the indicator with the least equivalent of weighted mean equal to 3.72 is “The teacher is aware of their responsibilities in assessing the different processes in the modular distance learning modality while the highest one in the above 3.86 which is The teacher had adopted schemes or strategies and methodologies to determine whether there is really learning that happened/has been happening inside the home.

The results in the delivery of instruction implies that majority of the teachers responded high in every sub indicator which means that prior to the implementation of the learning modalities, all teachers are well prepared and already equipped with necessary strategies may it be knowledge and skills on how to implement Modular Distance Learning Delivery that each of school has prioritizing in the delivery of the most essential learning competencies which is happening inside their respective homes of the parents and pupils . It farther implies that the experience of teachers about how to how to craft contextualized learners activity sheets and other supplementary materials are significantly effective considering that teachers as they are , they can also facilitate and answer issues and concerns pertaining to the challenges experience by the learning facilitators- parents and or guardian.

In the Learning and Development, the results shows that majority of the teacher respondent have always observed “high” with a weighted mean of 3.66 to 3.92 respectively. Based from the result, teachers have highest weighted mean which equal to 3.92 which is focus on “the teacher has crafted plans to sustain the positive results or address the gaps as the pupils learn at home through the implementation of modular distance learning modality” on the other hand the second sub-indicator which has the 2nd to the highest weighted mean is The teacher has prepared strategies to help the parents effectively and efficiently facilitate the learning process having a weighted mean equal to 3.85. On the other hand the sub indicator which has the lowest weighted mean equal to 3.66 is “The teacher has interventions to assist the kinds of parents (like busy parents, I don’t care and indifferent attitude about education and who are not literate and numerate)” and the other two with the same number of weighted mean equal to 3.67 respectively are the “the teacher has formulated schemes/strategies to equip the implementers in facilitating learning under the new normal situation & “the teacher is equipped with the knowledge, skills and attitude in the implementation of modular distance learning modality.

Based from the results in the learning and development implies that teachers are equipped with necessary strategies in most of the parents and pupils in order for them to learn from the different competencies or modules they answered thus, teachers need to have a good facilitation

skills towards the clientele. It is further explained that majority of the teachers are already oriented with their respective school head what to do when there will be gaps to be experienced as they move forward to the different learning competencies every quarter, thus knowledge and skills in the implementation of the scheme has already embodied to the teachers.

On the other hand, in the Learning Assessment it shows how teachers are really following the norms in crafting the learning assessment and even in using the assessment crafted and validated by the higher offices. This statement is verified with the results in the weighted mean which is equal to 3.90 to 4.05. Some of the sub-indicators having a high performance are The teacher responded to issues and challenges encountered by the implementers in assessing the learning of their children with a weighted mean of 4.05, The teacher has formulated strategies to address the pupils unable to cope with the lessons with a weighted mean of 4.00, The teacher assesses the pupil's total development through the contextualized assessment tool crafted with the same weighted mean as to the 2nd sub-indicator and the other sub-indicator which was the lowest among the sub-indicators is The teacher formulated plans to strengthen or sustain the learning of the pupils while at home which has a weighted mean of 3.90.

The results in the learning assessment implies that when it comes to the learning assessment, the teachers really see to it that all the assessment tools to be answered by the learners are in accordance with standards and following the norms set by the schools division office particularly in the Learning Resources section, thus, it really follows what should be followed in terms of distributing assessment to the learners. It further revealed that there is a positive outcome that the learners and parents are satisfied considering the result is High which means that it creates satisfaction on the parts of the parents and learners.

On the fourth indicator- Health and Safety Protocols the results show that majority of the teachers responded High with an equivalent weighted mean of 3.76 to 4.00. Based from the results given, it shows that in the sub-indicator which focus on "The teacher strictly follows the health and safety protocol of the IATF in all activities undertaken in school and at home. assessment tool crafted has a weighted mean of 4.00 while the lowest weighted mean which is equal to 3.78 is focused on the teacher has initiated activities to determine the strict implementation of the health protocols of the IATF while the pupils are at home.

The results on the Health and Safety protocols implies that the teachers see to it that upon the implementation of the modular distance learning delivery in the school, they should learn and orient the different roles and guidelines set by the Department of Health, IATF, local government unit and the Schools Division Office in order to see to it the safety of every individual who will be going in and out of the school premises specially those parents or guardians who will be retrieving and accepting modules from the teachers.

Lastly on the indicator which focuses on the partnership, it reveals that teachers response gained a high rating from a weighted mean of 3.86 to 4.10. Based from the result given, it shows that in the area where teacher immediately respond to issues and challenges encountered by the stakeholders in support to modular distance learning modality it has an equivalent weighted mean of 4.10 while the lowest weighted mean is focus on the area of the teacher has crafted plans to

strengthen/sustain the support of stakeholders or address the gaps which has an equivalent weighted mean of 3.86.

The result in partnership implies that the teachers really did their best to get a strong partnership to the identified stakeholders in their community by conducting or initiating different activities that could motivate the stakeholders to help in the implementation of the modular distance learning delivery such as orientation of the stakeholders like parents, brgy. Officials, private sectors on how the program should be implemented and discussing the roles and responsibilities of each of the member of the internal and external stakeholders in the school. In this case, if there are issues and concerns that need to be resolved it can easily be addressed.

The overall results The results in the delivery of instruction implies that majority of the teachers responded high in every sub indicator which means that prior to the implementation of the learning modalities, all teachers are well prepared and already equipped with necessary strategies may it be knowledge and skills on how to implement Modular Distance Learning Delivery that each of school has prioritizing in the delivery of the most essential learning competencies which is happening inside their respective homes of the parents and pupils . In the Learning and Development, implies that teachers are equipped with necessary strategies in most of the parents and pupils in order for them to learn from the different competencies or modules they answered thus, teachers need to have a good facilitation skills towards the clientele. In the learning assessment implies that when it comes to the learning assessment, the teachers really see to it that all the assessment tools to be answered by the learners are in accordance with standards and following the norms set by the schools division office particularly in the Learning Resources section, thus, it really follows what should be followed in terms of distributing assessment to the learners. It further revealed that there is a positive outcome that the learners and parents dead considering the result is High which means that it creates satisfaction on the parts of the parents and learners. In the Health and Safety protocols implies that the teachers see to it that upon the implementation of the modular distance learning delivery in the school, they should learned and oriented the different roles and guidelines set by the Department of Health, IATF, local government unit and the Schools Division Office in order to see to it the safety of every individual who will be going in and out of the school premises specially those parents or guardians who will be retrieving and accepting modules from the teachers. The result in partnership implies that the teachers really did their best to get a strong partnership to the identified stakeholders in their community by conducting or initiating different activities that could motivate the stakeholders to help in the implementation of the modular distance learning delivery such as orientation of the stakeholders like parents, brgy. Officials, private sectors on how the program should be implemented and discussing the roles and responsibilities of each of the member of the internal and external stakeholders in the school. In this case, if there are issues and concerns that need to be resolved it can easily be addressed.

The abovementioned implications are quite amazing having the results of a high level which supported by the average weighted mean equal to 3.84.

TABLE 2
Performance Of Teachers

KEY RESULT AREAS	Weighted Mean	Interpretation
1. CONTENT KNOWLEDGE AND PEDAGOGY	2.49	Highly Observed
2. LEARNING ENVIRONMENT AND DIVERSITY	2.42	Highly Observed
3. CURRICULUM AND PLANNING	2.39	Highly Observed
4. REPORTING AND ASSESMENT	2.35	Highly Observed
5. Plus Factor	2.20	Highly Observed
Grand Mean	2.37	Highly Observed

Table 2 presents extent on the implementation of the modular distance learning delivery and the teachers performance. 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 has a weighted mean of 2.49 which interpreted Highly observed. In the learning Environment and diversity of learners it has a weighted mean of 2.42 and interpreted as highly observed . In the Curriculum and Planning, the teachers have responded to a highly observed with a weighted mean equal to 2.39. In the reporting and assessment which has a weighted mean equal to 2.35 (highly observed) and lastly, plus factor has an equivalent weighted mean of 2.20 and interpreted as Highly observed.

The results in the teachers performance on the extent of the implementation of modular distance learning delivery implies that in terms of content knowledge and pedagogy, teachers are equipped with knowledge and skills on what to do and how to deliver the different most essential learning competencies as well as crafting the different contextualized learning materials that will be given to the learners through their parents and guardian. On the other hand teachers are really give their best to that extent that they always think on the benefits that their clientele well get the time they enter to the school premises and even when the teachers conducted home visitation. In the curriculum and planning, it implies that both teachers and school head really see to it that while implementing the different programs of DepEd they well gain the necessary knowledge and skills that is relevant to their teacher career thus, they are always updated different trainings and seminars that will help them in the implementation of the program. When it comes to the assessment and reporting of the different outputs produced by the learners teachers really responded amazingly thus they highly observed because they always see to it that they are highly caliber thus they always see to it that learners are needs to be recognized as well as teachers so they always come out activities that will showcase every talent and skills through portfolio, SMEA etc. The aforementioned observations also serves as plus factors that could take the teacher to a higher level of performance considering the average weighted mean of 2.37.

TABLE 3
Test of Relationship Between The Extent On The Implementation Of Modular Distance Learning Delivery And Performance Of Teachers

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
LEARNING DELIVERY AND PERFORMANCE	0.71	1.431	0.112	Reject Ho	Significant Relationship (High)

Table 3 presents the test of relationship between the extent on the implementation of the modular distance learning delivery and performance of teachers. On the area of relationship among teachers with their performance to the extent of implementation of the modular distance learning delivery, it was found out that the computed t value equal to 1.431 is greater than the table value which is equal to 0.112 and also higher compared to computed r value equal to 0.71.

The result implied that the performance of teachers as they implement the different PPAs of DepEd is very strong considering the results on the relationship of teachers performance in the implementation of the modular distance learning delivery considering that the result is very high which means that they really went through successfully on the different indicators such as delivery of instruction, learning and development, Learning assessment, health and safety protocols and partnership towards their performances on content and pedagogy, learning environment and diversity, curriculum and planning, reporting and assessment and plus factor, therefore, the hypothesis which states that there is no significant relationship between the extent on the implementation of the modular distance learning delivery and performance is rejected.

IV. Conclusion

Based on the findings of the study, the performance of teachers manifested on how they implemented the different programs of DepEd considering that their responses to the extent on the implementation of the modular distance learning delivery is highly significant to their performances.

V. Recommendations

1. The proposed enhancement plan should be applied to check if the extent of modular distance learning delivery is directly proportional to the performance teachers.
2. The school head together with the Master Teachers should closely monitor the extent on the implementation particularly on the Delivery of instruction, learning and development, learning assessment, Learning Assessment, Health and Safety Protocols and partnership in order to create policy recommendation that could further help in the delivery of the program.
3. School Head should provide comprehensive technical assistance to teachers and parents or guardian on what to do during the delivery of the most essential learning competencies in order for them to be motivated to do their respective tasks that is to elevate the performance of the learners as well as their skills. T.A. is important also to identify their strength and weakness and give proper intervention to make 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;
4. The School Head should include in the Basic Education Learning Continuity 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 entire school in general and;
5. Furthermore, the researcher is allowing the future researchers to conduct the same study to verify the significance of the relationship between 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: First and foremost, praises and thanks to God almighty for the blessings and opportunity given to be able to pursue the graduate studies and gained professional development; I wish to extend my special thanks to Dr. Sabina B. Con-ui, Dean of Graduate School, for his encouragement and untiring effort in improving the study; Dr. Bryant C. Acar, chairman of the panelist, 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; I wish to acknowledge and show my deep appreciation to the teacher respondents of Sambulawan Elementary School, Basud Elementary School, Biasong Elementary School for their honesty and cooperation in completing and providing the data needed. The researcher's family,

whose unconditional love and understanding love and understanding inspired her to finish this book;

REFERENCES

- [1] DepEd Order No. 07 s. 2020. Policy Guidelines On The Implementation Of Learning Delivery Modalities For The Formal Education
- [2] DepEd Memo No 162 s. 2020. Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM)
- [3] Regional Memorandum No. 367 s. 2020. Enhancement of the Monitoring and Supervision Tools for Curriculum Implementation Division (CID) Chiefs, Education Program Supervisors (EPSs), Public School District Supervisors (PSDSs) School Heads (SHs) and Teachers.

AUTHOR'S PROFILE



RIZA O. LUCEÑO

The author is born on August 20, 1974 at Basey, Western, Samar Philippines. She finished her Bachelor of Elementary Education at Leyte Normal University. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher I for three years now in the Department of Education and is assigned in Sambulawan Elementary School, San Isidro, Leyte, Philippines.