

# Implementation of Modular Learning Modality and the Academic Performance of Pupils

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*Abstract* —The study aimed to determine the relationship between the extent of the implementation of modular learning modality and academic performance of pupils in selected schools of Kananga II District, Leyte Division for SY 2020-2021. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the survey of Mendoze (2021) on the implementation of modular learning modality. Standard Deviation, Weighted Mean and Spearman's correlation were the statistical tools used. The data revealed high extent of implementation of modular learning modality in terms of delivery of instruction and learning and development while very extent on learning assessment, health and safety protocols and partnership. Moreover, it also shows in this study that all the pupils got a passing grade. Furthermore, this study revealed no significant relationship between the extent of implementation and academic performance of the pupils. Thus, to effectively implement the new learning modality, teachers, learning facilitators and stakeholders should be equipped with the knowledge and skills to help in assisting the pupils in accomplishing the activities in the modules. Focus should be given to the learning outcomes of the pupils.

*Keywords* — *Challenges Met, Coping Mechanism, Teachers, Distance Learning*

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## I. Introduction

If one must look closely at the contemporary problem of how to raise the quality of education, no matter what the discipline is, it would be obvious that the answer lies in the right educational objectives at one end, effective evaluation at the other, with instructional procedures and materials in between. Evaluation of student learning to check on whether the educational objectives have been achieved cannot be done thoroughly if the instructional materials are not first subjected to evaluation (Lim, 2016).

Based on a great number of studies on how children learn, educators came to define teaching as “an aggregate of organized strategic methodologies aimed to produce a desired learning outcome” (Salandan, 2005). It consists of well-planned tasks which connect the teacher's entire act to learning. Learning is the definitive goal and teaching then is a personal venture (Lim, 2016).

The act of teaching is so complex that it cannot be said that a specific way of teaching is superior to other ways for all purposes, with all teachers, with all students for all times and circumstances. Certain procedures, teaching styles and techniques that are generally not recommended seem to work well for a specific teacher. There is no fast rule in the choice of the best strategy to be used in teaching. The teacher should adapt different strategies of teaching to suit the needs of the students (Abad, 2006).

The skill in selecting the right strategies in the context of a particular lesson is critical (Salandanan, 2005). The teacher should be knowledgeable and observant enough on how the students learn to be able to apply the appropriate teaching techniques and strategies (Lim, 2016). All of these are important in formulating the lessons convey and delivered to the students. But this time is different.

With the outbreak of the new coronavirus infection known as COVID-19 which has first occurred at Huanan Seafood Market in Wuhan city of China in December 2019 (Wikipedia, 2020), and within a year it has turned out to be a global health emergency as to the present. It has rapidly affected thousands of people, who are sick or being killed due to the spread of this disease. The COVID-19 pandemic also resulted in a widespread disruption such as travel restrictions, closure of schools and global economic recession. Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020). Face to face engagement of students and teachers within the school has also been suspended. With a year of implementation of distance learning modality, the Philippines is still in the process of adapting to the new normal form of education, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Approach in teaching and learning.

Modular approach as a principle of teaching using independent, logically complete units into which the content of the disciplines is divided (Kakurina, 2012). Modular learning is playing a significant part in the “new normal” of education in most schools, but as the following experiences in some households show, mothers and children are struggling through many difficulties in this mode of education. Despite of that, the school year was successfully finished using the said approach.

It is in the above premise that the researcher is motivated to conduct this study to determine the effective implementation of modular approach in the district where she is currently assigned. The findings of this study will be the basis for a proposed intervention plan which will help teachers and school heads in the effective implementation of modular approach for the incoming school year.

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 determines the relationship between the extent of the implementation of modular learning modality and academic performance of pupils in selected schools of Kananga II District, Leyte Division for SY 2020-2021. 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 implementation of modular approach in terms of the following:
  - 1.1 Delivery of instruction;
  - 1.2 Learning and development;
  - 1.3 Learning assessment;
  - 1.4 Health and safety protocols; and
  - 1.5 Partnership?
2. What is the level of academic performance of the pupils?
3. Is there a significant relationship between the extent of implementation of modular approach and academic performance of pupils?
4. What intervention plan can be proposed based on the findings of this study?

## **II. Methodology**

**Design.** This study employed the descriptive-correlational research to determine the extent of implementation of modular learning modality and academic performance of pupils. Sto. Nino Elementary School, Don Felipe Elementary School, Cacao Elementary School and Kawayan Elementary School of Kananga II District, Leyte Division are the main locale of the study. The thirty-two (32) teachers and 230 pupils in the said locale are the main respondents of the study and a survey used by Mendoz (2021) in her study on the Implementation of Modular Distance Learning Modality in the Performance of Grade V Pupils in Math and the average grades of the pupils for School Year 2020-2021 were utilized. This research focused in determining the extent of implementation of modular learning modality in terms of the delivery of instruction, learning and development, learning assessment, health and safety protocols and partnership and academic performance of pupils and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 32 teachers and 230 pupils 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 school meeting.

**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 and administration of the questionnaire was done through face-to-face. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Enhancement 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 principals. 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 Standard Deviation and Weighted Mean were employed to determine the extent of the implementation of modular learning modality and academic performance of pupils. Spearman's correlation was used to determine the significant relationship between the dependent and independent variables of the study.

### III. Results and Discussion

**Table 1A**  
**Extent of Implementation of Delivery of Instruction on Modular Learning Modality**

	<b>Indicators</b>	<b>Mean</b>	<b>S.D.</b>	<b>Description</b>	<b>Interpretation</b>
1	The teacher had adopted schemes or strategies and methodologies to determine whether there is really learning that happened/has been happening inside the home.	4.1	0.33	Often	High
2	The teacher has crafted contextualized tools and used it to determine the learning of the pupils at home.	4.6	0.53	Always	Very High
3	The teacher is aware of their responsibilities in assessing the different processes in the modular distance learning modality.	4.4	0.53	Often	High
4	The teacher immediately addresses the issues and challenges encountered by the learning facilitators, pupils and stakeholders in the implementation of modular distance learning modality.	4.0	0.00	Often	High
5	The teacher has crafted plans to sustain the positive results or address the gaps in the implementation of modular distance learning modality.	4.1	0.33	Often	High
	<b>Overall Mean</b>	<b>4.2</b>	<b>0.26</b>	<b>Often</b>	<b>High</b>

Table 1A presents the extent of implementation of delivery of instruction on modular learning modality. It was revealed on the table that the extent of implementation of delivery of instruction on modular learning modality has an overall mean of 4.2 with standard deviation of 0.26 which is interpreted as high. This means that teachers often have adopted schemes or strategies, methods, and techniques to determine that there is learning to happen to the pupils at home and they are able to craft contextualize tools to monitor pupil's performance on modular learning modality. This implies that teachers can monitor the performance of the pupils while learning at home with their modules and other learning materials by using a contextualize monitoring tools. They make sure that instructions are delivered to the pupils despite this pandemic using modules.

Moreover, the indicator with the highest mean of 4.6 states that the teacher has crafted contextualized tools and used it to determine the learning of the pupils at home. This means that the materials distributed to the pupils were already contextualized. This implies that teachers are innovative and resourceful in making the contextualized learning materials to suit the needs of the learners.

On the other hand, the indicator with the lowest mean of 4.0 states that the teacher immediately addresses the issues and challenges encountered by the learning facilitators, pupils, and stakeholders in the implementation of modular distance learning modality. This means that teachers are monitoring the progress of the learners and immediately provide necessary intervention to address the issues of the learners and learning facilitators. This implies that with the new learning modality, learners are expected to do some necessary adjustments which contributes to the challenges they encountered while accomplishing the tasks presented in the modules.

**Table 1B**  
**Extent of Implementation of Learning and Development on Modular Learning Modality**

	<b>Indicators</b>	<b>Mean</b>	<b>S.D.</b>	<b>Description</b>	<b>Interpretation</b>
1	The teacher has prepared strategies to help the parents effectively and efficiently facilitate the learning process.	4.3	.50	Often	High
2	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).	4.4	.53	Often	High
3	The teacher has formulated schemes/strategies to equip the implementers in facilitating learning under the new normal situation.	4.0	.50	Often	High
4	The teacher is equipped with the knowledge, skills and attitude in the implementation of modular distance learning modality.	4.3	.50	Often	High
5	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.	4.2	.44	Often	High
	<b>Overall Mean</b>	<b>4.3</b>	<b>.41</b>	<b>Often</b>	<b>High</b>

Table 1B presents the extent of implementation of learning and development on modular learning modality. It was revealed on the table that the extent of implementation of learning and development on modular learning modality has an overall mean of 4.3 with standard deviation of 0.41 which is interpreted as high. This means that teachers are equipped with the knowledge and skills in implementing modular learning modality and has conducted capacity building to learning facilitators to assist and guide their children while learning at home using the modules. This implies that teachers are aware of their roles on helping the learning facilitators equipped with their responsibilities while implementing the modular learning modality.

Moreover, the indicator which shows the highest mean of 4.4 states that 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). This means that teachers have already in their plan on how to deal with these kinds of parents or learning facilitators. This implies that teachers had anticipated to whatever circumstances that may arise thus prepared for an intervention.

Finally, the indicator with the lowest mean of 4.0 states that the teacher has formulated schemes/strategies to equip the implementers in facilitating learning under the new normal situation. This means that with the new normal learning, teachers must use different strategies in providing learning activities to the pupils. This implies that teachers with the restrictions of going to the learning areas of the pupils, teachers had the hard time in implementing the strategies developed. The conduct of home visitation is limited, and lesser time is allowed for them to teach the pupils at home.

**Table 1C**  
**Extent of Implementation of Learning Assessment on Modular Learning Modality**

	<b>Indicators</b>	<b>Mean</b>	<b>S.D.</b>	<b>Description</b>	<b>Interpretation</b>
1	The teacher has formulated assessment tools to determine the learning outcomes of the pupils while learning at home.	4.8	.44	Always	Very High
2	The teacher has formulated strategies to address the pupils unable to cope with the lessons.	4.4	.53	Often	High
3	The teacher responded to issues and challenges encountered by the implementers in assessing the learning of their children.	4.3	.50	Often	High
4	The teacher assesses the pupil's total development through the contextualized assessment tool crafted.	4.4	.53	Often	High
5	The teacher formulated plans to strengthen or sustain the learning of the pupils while at home.	4.7	.50	Always	Very High
	<b>Overall Mean</b>	<b>4.5</b>	<b>.37</b>	<b>Always</b>	<b>Very High</b>

Table 1C presents the extent of implementation of learning assessment on modular learning modality. It was revealed on the table that the extent of implementation of learning assessment on modular learning modality has an overall mean of 4.5 with standard deviation of 0.37 which is interpreted as very high. This means that teachers had formulated assessment tools to measure the performance of the pupils based on the competencies learned by them using the modules and other learning resources for modular distance learning modality and conducted such to the pupils. This implies that teachers conducted a regular assessment of learning to monitor the performance of the pupils and immediately address the learning gaps and provide appropriate measure to address those gaps.

Moreover, the indicator with the highest mean of 5.0 states that teacher formulated plans to strengthen or sustain the learning of the pupils while at home. This means that teachers perform their tasks to make learning to happen even at home to attain positive learning outcomes. On the other hand, the indicator with the lowest mean of 4.3 states that the teacher responded to issues and challenges encountered by the implementers in assessing the learning of their children. This means that teacher immediately provide assistance to the learning facilitators on whatever problems on assessment they encounter.



**Table 1D**  
**Extent of Implementation of Health and Safety Protocols on Modular Learning Modality**

	<b>Indicators</b>	<b>Mean</b>	<b>S.D.</b>	<b>Description</b>	<b>Interpretation</b>
1	The teacher had instituted actions/mechanisms to safeguard the health and welfare of the implementers.	4.7	.50	Always	Very High
2	The teacher strictly follows the health and safety protocol of the IATF in all activities undertaken in school and at home.	4.6	.53	Always	Very High
3	The teacher has initiated activities to determine the strict implementation of the health protocols of the IATF while the pupils are at home.	4.4	.53	Often	High
4	The teacher conduct disinfection on the modules and other learning materials to be distributed to the parents and during the retrieval of such materials.	4.7	.50	Always	Very High
5	The teacher formulated plans and other precautionary measures if in case of COVID 19 infection happened in the community.	4.3	.50	Often	High
	<b>Overall Mean</b>	<b>4.5</b>	<b>.40</b>	<b>Always</b>	<b>Very High</b>

Table 1D presents the extent of implementation of health and safety protocols on modular learning modality. It was revealed on the table that the extent of implementation of health and safety protocols on modular learning modality has an overall mean of 4.5 with standard deviation of 0.40 which is interpreted as very high. This means that due to the spread of COVID-19, the teachers and school personnel are careful in implementing the new learning modality. They implemented measures on how their clientele could avoid of being infected with the virus. This implies that teachers are adherent to follow the prescribed health and safety protocols from the preparation of modules up to the distribution and retrieval of such materials.

Moreover, the indicator with the highest mean of 4.7 states that teacher had instituted actions/mechanisms to safeguard the health and welfare of the implementers and conduct disinfection on the modules and other learning materials to be distributed to the parents and

during the retrieval of such materials. On the other hand, the indicator with the lowest mean of 4.3 shows that teacher formulated plans and other precautionary measures if in case of COVID 19 infection happened in the community. This implies that teachers are aware of the safety precaution not to be infected with the virus. They implemented strictly the health and safety protocols of the school.

**Table 1E**  
**Extent of Implementation of Partnership on Modular Learning Modality**

	<b>Indicators</b>	<b>Mean</b>	<b>S.D.</b>	<b>Description</b>	<b>Interpretation</b>
1	The teacher has initiated activities to gain support from stakeholders in the implementation of modular distance learning modality.	4.4	.53	Often	High
2	The teacher conducted initiatives to ensure continuous support of the community and stakeholders.	4.3	.50	Often	High
3	The teacher show transparency for the support given by stakeholders in the implementation of modular distance learning modality.	4.6	.53	Always	Very High
4	The teacher immediately respond to issues and challenges encountered by the stakeholders in support to modular distance learning modality.	4.7	.50	Always	Very High
5	The teacher has crafted plans to strengthen/sustain the support of stakeholders or address the gaps.	4.7	.50	Always	Very High
	<b>Overall Mean</b>	<b>4.5</b>	<b>.45</b>	<b>Always</b>	<b>Very High</b>

Table 1D presents the extent of implementation of partnership on modular learning modality. It was revealed on the table that the extent of implementation of partnership on modular learning modality has an overall mean of 4.5 with standard deviation of 0.45 which is interpreted as very high. This means that teachers and other school personnel had initiated activities which involves the stakeholders in the implementation of modular learning modality. This implies that with the limited resources of the school to be able to provide the learning modules and other materials to the pupils, they initiated activities which will strengthen the partnership of all stakeholders in the locality.

Moreover, the indicator with the highest mean of 4.7 states that teacher immediately respond to issues and challenges encountered by the stakeholders in support to modular distance learning modality and crafted plans to strengthen/sustain the support of stakeholders or address the gaps. While the indicator with the lowest mean of 4.3 states that teacher

conducted initiatives to ensure continuous support of the community and stakeholders. This implies that teachers and other school personnel involves the stakeholders and engage the community in the education of the pupils. Through partnership, educational goals for effective implementation of modular learning modality.

**Table 2**  
**Distribution of Academic Performance of Pupils**

Range of Ratings	Level of Performance	No. of Students	Percent
90-100	Outstanding	45	20.0
85-89	Very Satisfactory	78	34.0
80-84	Satisfactory	81	35.0
75-79	Fairly Satisfactory	26	11.0
74 & below	Did not Meet Expectations	0	0
	<b>Total</b>	<b>230</b>	<b>100</b>

Table 2 presents the distribution of academic performance of the pupils in the implementation of modular learning modality. It was revealed on the table that among the 230 pupils, 45 or 20% got an average grade of 85-89 or outstanding, 78 or 34% of the pupils got a grade of 85-89 which is interpreted as very satisfactory, 81 or 35% got 80-84 which is satisfactory and 26 or 11% got 75-79 which is fairly satisfactory. This means that all pupils were able to pass and promoted to the next grade level. This implies that pupils had complied and accomplished the activities in the modules. This is a manifestation of an effective implementation of modular learning modality.

**Table 3**  
**Spearman's Correlations Between Parameters of Extent of Implementation of Modular Learning Modality and Academic Performance of Pupils (n=32)**

Parameters	r	Interpretation	p-value
Delivery of instruction	-.14	Weak	.447 <sup>(ns)</sup>
Learning and Development	-.04	Negligible	.836 <sup>(ns)</sup>
Learning assessment	-.21	Weak	.251 <sup>(ns)</sup>
Health and safety protocols	-.01	Negligible	.959 <sup>(ns)</sup>
Partnership	-.03	Negligible	.876 <sup>(ns)</sup>

Ns-Not Significant

Table 3 presents the Spearman's correlation between the between the parameters of extent of implementation of modular learning modality and academic performance of pupils. It was revealed on the table that that the implementation of delivery of instruction and academic performance of pupils has an  $r$  value of  $-.14$  which is less than the  $p$ -value of  $.447$  and interpreted as weak, so null hypothesis is accepted. This means that there is no significant relationship between the implementation of delivery of instruction of teachers and academic performance of pupils on modular learning modality. This implies that the adopted schemes or strategies, methods, and techniques to determine that there is learning to happen to the pupils at home has no relation to the academic performance of the pupils.

Moreover, this table also shows the Spearman's correlation between the implementation of modular learning modality in terms of learning and development and academic performance of the pupils. It was revealed on the table that the value of  $r$  of  $-.04$  is less than the  $p$ -value of  $.836$  which is interpreted as negligible, so null hypothesis is accepted. This means that there is no significant relationship between the implementation of modular learning modality in terms of learning and development and academic performance of the pupils. This implies that the knowledge and skills in implementing modular learning modality and the conducted capacity building to learning facilitators to assist and guide their children while learning at home using the modules is not significant with the academic performance of the pupils. This implies further that the performance of the pupils does not rely on how knowledgeable the teacher and learning facilitators is but the result of the activities in the modules.

Further, this table also shows the Spearman's correlation between the implementation of modular learning modality in terms of learning assessment and academic performance of the pupils. It was revealed on the table that the value of  $r$  of  $-.21$  is less than the  $p$ -value of  $.251$  which is interpreted as weak, so null hypothesis is accepted. This means that there is no significant relationship between the implementation of modular learning modality in terms of learning assessment and academic performance of the pupils. This implies that the learning assessment given to the pupils are congruent to the competencies learned and mastery of the lessons were attained. In distance or blended learning environments, it is necessary to utilize alternative tools and strategies for assessing and supporting learning, while avoiding creating undue pressure on the teachers, learners, and their families.

Additionally, this table also shows the Spearman's correlation between the implementation of modular learning modality in terms of health and safety protocols and academic performance of the pupils. It was revealed on the table that the value of  $r$  of  $-.01$  is less than the  $p$ -value of  $.959$  which is interpreted as negligible, so null hypothesis is accepted. This means that there is no significant relationship between the implementation of modular learning modality in terms of health and safety protocols and academic performance of the pupils. This implies that teachers and other school personnel are adherent to the health and safety of the pupils and learning facilitators as prescribe by the Local IATF and thus, strict implementation is exhibited.

Finally, this table shows the Spearman's correlation between the implementation of modular learning modality in terms of partnership and academic performance of the pupils. It was revealed on the table that the value of  $r$  of  $-.03$  is less than the  $p$ -value of  $.876$  which is interpreted as negligible, so null hypothesis is accepted. This means that there is no significant relationship between the implementation of modular learning modality in terms of partnership and academic performance of the pupils. This implies that strong partnership result to an effective implementation of modular learning modality while the academic performance has no relation to how active is the partnership of stakeholders shown.

#### **IV. Conclusion**

The data revealed no significant relationship between the implementation of modular learning modality in terms of delivery of instruction, learning and development, learning assessment, health and safety protocols and partnership and academic performance of the pupils. The high implementation of modular learning modality does not affect the performance of the pupils. Thus, to effectively implement the new learning modality, teachers, learning facilitators and stakeholders should be equipped with the knowledge and skills to help in assisting the pupils in accomplishing the activities in the modules. Focus should be given to the learning outcomes of the pupils.

#### **V. Recommendations**

1. The proposed intervention plan formulated should be utilized.
2. Teachers should be equipped with the necessary knowledge, skills and attitudes in the implementation of modular distance learning modality;
3. Teachers and School Heads should regularly conduct capability building to the learning facilitators on the effective implementation of modular distance learning modality;
4. School Heads should review the activities presented in the module and congruence to the competencies must be observed;
5. Teachers should encourage parents to support their children through their guidance and assistance in accomplishing the modules;
6. Teachers and School Heads should conduct home visitation for feedback giving and consultation;
7. School Heads should closely monitor the teachers for the successful implementation of modular distance learning modality;
8. Strong partnership to the stakeholders must be strengthened to gain their support;
9. Strict implementation of health and safety protocols for all school stakeholders should be observed; and
10. 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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The author is born on October 21, 1983 at Sto. Niño, Kananga, Leyte, Philippines. She is presently residing at Brgy. Sto. Niño, Kananga, Leyte. She finished her elementary education at Sto. Niño Elementary School, Kananga, Leyte in the year 1996 and continue her quest for education and able to finish her secondary education at Kananga National High School, Kananga, Leyte in the year 2000. She enrolled and finished her Bachelor in Elementary Education from the University of the Visayas, Cebu City. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc.

Her first station was Tongonan Elementary School handling Grade 1. After serving there for six years, she transferred to Sto. Niño Elementary School. Currently she is the Grade 1 teacher of Sto. Niño Elementary School, Kananga II District, Leyte Division, Region VIII Philippines.