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Practices and Problems of Junior High School Teachers and the Academic Performance of Students in the Implementation of Modular Learning

SOLOMON M. SOLIS
Teacher I
Western Leyte College
Master of Arts in Education
Major in School Administration and Supervision
solomon.solis029@deped.gov.ph

Abstract —The study aimed to determine the relationship between the extent of practices and problems of Junior High School teachers and academic performance of students in the implementation of modular learning. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the survey on practices of teachers by Francisco (2020), another survey on perceived challenges of Raagas (2021) and the result of the academic performance of the Junior High School students for School Year 2020-2021. Standard Deviation, Weighted Mean and Spearman's correlation were the statistical tools used. The data revealed very high extent practices of Junior High School teachers in terms of planning, teaching and assessment and very high level of problems met. Moreover, it was also revealed in this study that a greater number of students got a satisfactory level of academic performance. Further, this study revealed no significant relationship between the academic performance of students to the practices of Junior High School teachers in terms of planning, teaching and assessment and the problems met in the implementation of modular learning. The very high extent of practices and problems met by the Junior High School teachers resulted to a greater number of students with satisfactory level for academic performance. Thus, the variables presented have no significant relationship.

Keywords — Practices, Problems, Junior High School Teachers, Academic Performance, Students, Implementation Modular Learning

I. Introduction

Despite the overwhelming consequences of the pandemic, this global crisis has also been an extraordinary time for learning. We are learning how adaptable and resilient educational systems, policy makers, teachers, students, and families can be.

Two crucial factors have shifted due to the pandemic. First, pedagogical adaptations have proven to be pivotal as the traditional lecturing in-person models do not translate to a remote learning environment. No matter the type of channel used (radio, TV, mobile, online platforms, etc.) teachers need to adapt their practices and be creative to keep students engaged as every household has become a classroom - often - without an environment that supports learning.

Second, the pandemic has recalibrated how teachers divide their time between teaching, engaging with students, and administrative tasks. In Brazil according to a survey conducted by Instituto Peninsula, 83% of teachers did not consider being prepared to teach remotely, 67% were anxious, 38% felt tired, and less than 10% were happy or satisfied. The pandemic has highlighted the need for flexibility and more time for student-teacher interactions. Thus, teachers feel exhausted and not able to focus on their roles and responsibilities as teachers. And these multitasking activities have become the prevalent problems of educational implementers especially during this time of pandemic.

The sudden shift to new normal learning created a hot debate in the Philippines citing the poor living conditions of the learners. Magsambol (2020) cites an obvious gap between those who can and cannot afford the resources to avail the new education platform. The general condition of children in the public school system sends a message of inequality with the DepEd's mantra 'no child left behind.' However, learning cannot be cancelled as much as to drive the economy. This led to a tighter measure for education institutions in sustaining its operations despite the impending risk.

One of the basic problems seen by Kasrekar (2020) is the conduct of classes despite of the closure order. As the face-to-face classes pose higher risk of spread, the most viable solution is through online or modular teaching and learning. This platforms challenges both the teachers and the students as it occurs something new to them. This calls for an 'adopt quickly' response to the new normal in teaching and learning amidst the pandemic (Tanhueco-Tumapon, 2020). The shift to online or modular learning was too sudden at a very short notice but academic institutions have to strategize and accelerate new forms of teaching pedagogy. The question of how ready the schools are in terms of technical infrastructure is still left unanswered. Reopening of the schools at this stage is expensive (Felter & Maizland, 2020).

Moreover, when COVID-19 hit the Philippine archipelago, education has shifted from face-to-face interaction to modular or blended distance learning modality. School personnel must make abrupt changes on their teaching-learning strategies, approaches, methods, materials, and pedagogies. Even the K to 12 curriculum competencies had lessen to suit the home learning modality of the students making it the most essential learning competencies. Innovative projects had created, contextualization of materials was crafted just to suit the needs of the students learning at home without their teachers on their side. Parents had to change their roles as learning facilitators to their children and become their private tutors. Teachers must formulate activity sheets and other learning materials to make learning easier for some of the learning facilitators lack the technical know-how of the competencies and activities stipulated in their modules. The daily routine of teachers, school heads and other school personnel had change due to this pandemic.

Sec. Briones (2020), DepEd Secretary, emphasized that the basic education learning continuity plan in the time of Covid-19 is the response of the department to the challenges posed by Covid-19 in the field of education. She pointed out that education must continue whatever the challenges and difficulties faced now and in the future.

Since teachers and other school personnel are resilient in all calamities, difficulties and challenges encountered, the school year 2020-2021 was successfully finished. Thus, the researcher is looking back on how the practices and problems encountered by Junior High School teachers impact academic performance of the students in the implementation of modular learning. A proposed improvement plan on the practices of teachers will be formulated to help school personnel effectively and efficiently implement modular learning eradicating the problems encountered by teachers in the previous school year making more enjoyable and exciting learning of the students to help improve performance.

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 practices and problems of Junior High School teachers and academic performance of students in the implementation of modular learning in Margen National High School, Ormoc City Division of SY 2021-2022. A proposed improvement 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 practices of Junior High School teachers in the implementation of modular learning in terms of the following:
    1.1 planning practices;
    1.2 teaching practices; and
    1.3 assessment practices?
2. What is the extent of problems encountered by Junior High School teachers in the implementation of modular learning?
3. What is the academic performance of students in modular learning?
4. Is there a significant relationship between the extent of practices of Junior High School teachers and level of academic performance of students in modular learning?
5. Is there a significant relationship between the extent of problems encountered by Junior High School teachers and level of academic performance of students in modular learning?
6. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research to determine the relationship between the extent of practices and problems of Junior High School teachers and level of academic performance of students in the implementation of modular learning. Margen National High School, Ormoc City Division. is the main locale of the study. The thirty-seven (37) teachers and 212 learners in the said locale are the main respondents of the study and the instruments used in this study is composed of 3 parts where part 1 is a survey used by Francisco (2020) on teachers'

instructional practices, part 2 is also a survey developed by Raagas (2021) in her study Challenges, Opportunities and Performance of Elementary Teachers in times of Pandemic and part 3 was the average grades of the students for School Year 2020-2021. This research focused in determining the extent of practices and problems of Junior High School teachers and level of academic performance of the learners and its relationship. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 37 teachers and 212 students 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 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 teacher-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 and school head. 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 challenges met and teachers expressed coping mechanism in the implementation of distance learning. Spearman rho was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1A
Extent of Planning Practices of Junior High School Teachers in the Implementation of Modular Learning

	Indicators	MEAN	S.D.	Description	Interpretation
1	When I design my lesson, I consciously select content that needs competencies, and/or performance standards.	5.0	0	Always	Very High
2	When I design my lesson, I consciously select instructions materials based upon my knowledge and learning styles.	4.9	0.28	Always	Very High
3	When I design my lesson, I consciously select methods and strategies that accommodate individual needs and interest of specific students	4.9	0.28	Always	Very High
4	When I design my lesson, I consciously prepare lessons with high expectations designed to challenge and stimulate all students	4.9	0.28	Always	Very High
5	When I design my lesson, I consciously consider how to build knowledge and experiences.	5.0	0	Always	Very High
6	When I design my lesson, I consciously consider how to create active learning experiences for my students.	5.0	0	Always	Very High
7	When I design my lesson, I consciously consider how to create cooperative learning experiences for my students.	4.9	0.28	Always	Very High
8	When I design my lesson, I consciously designs lessons that require integration of content from more than one content area.	5.0	0	Always	Very High
9	During each lesson, I move among the students, engaging individually and collectively with them during the learning experiences.	4.9	0.28	Always	Very High
10	During each lesson, I consciously implement a teaching strategy that stimulates higher-order thinking skills.	5.0	0	Always	Very High
	Overall Mean	**5.0**	**0.14**	**Always**	**Very High**

Table 1A presents the extent of planning practices of Junior High School teachers in the implementation of modular learning. it was revealed on the table that the extent of planning practices of Junior High School teachers in the implementation of modular learning has an overall mean of 5.0 with standard deviation of 0.14 which is interpreted as very high. This means that teachers carefully planned all the activities and prepared the learning materials needed by the learners in the implementation of modular learning. This implies that teachers are doing their roles and responsibilities as facilitators of learning despite of the new learning modality.

Table 1B
Extent of Teaching Practices of Junior High School Teachers in the Implementation of Modular Learning

	Indicators	MEAN	S.D.	Description	Interpretation
1	During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities.	4.9	0.28	Always	Very High
2	During each lesson, I vary the size and composition of learning groups.	4.9	0.28	Always	Very High
3	During each lesson, I discuss with my students the importance of courtesy and respect and consciously model for my students the types of personal behaviors that promote responsibility and social development among early adolescents.	5.0	0.00	Always	Very High
4	During each lesson, I consciously implement two or more learning activities.	5.0	0.00	Always	Very High
5	During each lesson, I consciously implement a learning activity that	5.0	0.00	Always	Very High
	Overall Mean	**5.0**	**0.11**	**Always**	**Very High**

Table 1B presents the extent of teaching practices of Junior High School teachers in the implementation of modular learning. It was revealed on the table that the extent of teaching practices of Junior High School teachers has an overall mean of 5.0 with standard deviation of 0.11 which is interpreted as very high. This means that the delivery of instruction of teachers during this new normal modality has always been the priority. Teachers use instructional strategies to help students become more independent and tactical learners. This implies that despite this pandemic, teachers have always on their goal to give the appropriate lesson and learning activities to the students while they are learning at home. They find strategies which will aid the students to learn easier the lessons presented in the modules.

Table 1C
Extent of Assessment Practices of Junior High School Teachers in the Implementation of Modular Learning

	Indicators	MEAN	S.D.	Description	Interpretation
1	Conducts pre-test/diagnostic test.	5.0	0	Always	Very High
2	Keeps and updates class record.	5.0	0	Always	Very High
3	Prepares TOS based tests.	5.0	0	Always	Very High
4	Uses rubrics when and where applicable.	5.0	0	Always	Very High
5	Uses written work, Performance tasks, and Quarterly Assessment adequately in evaluation of outcomes.	5.0	0	Always	Very High
6	Evaluates learning outcomes through varied means.	5.0	0	Always	Very High
7	Assists students who are hard-up by re-teaching and remedial.	5.0	0	Always	Very High
8	Assists students who are hard-up by re-teaching and remedial.	5.0	0	Always	Very High
	Overall Mean	**5.0**	**0**	**Always**	**Very High**

Table 1C presents the extent of assessment practices of Junior High School teachers in the implementation of modular learning. It was revealed on the table that the extent of assessment practices of Junior High School teachers has an overall mean of 5.0 with standard deviation of 0 which is interpreted as very high. This means that teachers are always providing assessment to the students to measure their performance using the modular learning modality. This implies that teachers are providing assessment strategies where he/she can monitor the progress of the students learning at home. They require students to submit work to teachers and teachers provide individualized and /or collective feedback regarding learning content and students error patterns. Teachers see to it that students are learning from the materials and activities he/she is providing to them.

Table 2
Extent of Problems Encountered by Junior High School Teachers in the Implementation of Modular Learning

	Indicators	Mean	S.D.	Description	Interpretation
1	Unstable internet connectivity.	4.8	.40	Strongly Agree	Very High
2	Lack of materials and equipment for the reproduction of learning resources.	4.9	.23	Strongly Agree	Very High
3	Unable to deliver the lesson to the pupils on face-to-face classroom.	5.0	0	Strongly Agree	Very High
4	Unsure of the lessons conveyed is mastered by the pupils.	5.0	0	Strongly Agree	Very High
5	Increase number of non-readers and non-numerates in the class.	4.9	.35	Strongly Agree	Very High
6	Enhancing the skills of the learners.	5.0	0	Strongly Agree	Very High
7	Parents support in the learning of the pupils.	4.8	.40	Strongly Agree	Very High
8	There are certain parents who lack the desire and ability to teach their children the substance of the lessons.	5.0	0	Strongly Agree	Very High
9	Some parents never provide guidance and assistance to their children's studies.	4.8	.40	Strongly Agree	Very High
10	Low marginal status of the family.	4.8	.40	Strongly Agree	Very High
11	Teachers are affected by this DepEd intervention.	5.0	0	Strongly Agree	Very High
12	Some of the time is used in the implementation of the DepEd program	5.0	0	Strongly Agree	Very High
13	Teachers continue to work overtime only to comply with all of these undertakings.	5.0	0	Strongly Agree	Very High
14	Lack of training to craft video lessons.	4.5	.51	Strongly Agree	Very High
15	Teachers are still under stress in the execution of their roles and obligations.	5.0	0	Strongly Agree	Very High
	Overall Mean	**4.91**	**.15**	**Strongly Agree**	**Very High**

Table 2 presents the extent of problems encountered by the Junior High School teachers in the implementation of modular learning. It was revealed on the table that the extent of problems encountered by the Junior High School teachers has an overall mean of 4.91 with standard deviation of 0.15 which is interpreted as very high. This means that teachers strongly agree that they encountered a lot of problems in the implementation of modular learning from the crafting of the modules, delivery, and retrieval, checking, recording and monitoring and doing other related tasks assigned. This implies that with the implementation of the modular learning, works of teachers was not easy and a lot of difficulties, challenges and trials encountered by them. Thus, testing them to be resilient and with that they become innovative and creative to give the best to their clientele.

Table 3
Distribution of Academic Performance of Junior High School Students

Range of Ratings	Level of Performance	No. of Students	Percentage
90-100	Outstanding	23	11.0
85-89	Very Satisfactory	49	23.0
80-84	Satisfactory	119	56.0
75-79	Fairly Satisfactory	21	10.0
74 & below	Did not Meet Expectations	-	-
	Total	**212**	**100**

Table 3 presents the distribution of Academic Performance of Junior High School students. It was revealed on the table that among the 212 Junior High School students, 23 of them got a rating of 90-100 which is interpreted as outstanding, 49 got an average grade of 85-89 which is interpreted as very satisfactory, while 119 of them got 80-84 which is satisfactory and 21 got a grade of 75-79 or fairly satisfactory. This means that all Junior High School students were able to pass all the subjects and they were all promoted to the next grade level. This implies that despite of the new learning modality they have, still they were able to achieve positive learning outcomes.

Table 4A
Spearman's Correlations Between Academic Performance of Students and Extent of Practices
of Junior High School Teachers (n = 37)

Practices	r_s	Interpretation	p-value
Planning	-.22	Weak	.195$^{(ns)}$
Teaching	-.22	Weak	.195$^{(ns)}$
Assessment	a	-	-

ns – not significant a-responses have no variation among teachers

Table 4A presents the Spearman's correlation between the academic performance of students and extent of practices of Junior High School teachers in the implementation of modular learning. It was revealed on the table that the planning practices of Junior High School teachers as correlated to the academic performance of students in the implementation of modular learning has the value of r 0f -.22 which is less than the p-value of .195 interpreted as weak, so null hypothesis is accepted. This means that there is no significant relationship between the academic performance of students and planning practices of Junior High School teachers in the implementation of modular learning. This implies that the preparations made by the teachers to give the best activities and materials suited to the needs of the students does not affect the academic performance. This implies further that there might be other factors that contributes to achieving fair academic performance of the students.

Moreover, this table also shows the relationship between the academic performance of students and teaching practices of Junior High School teachers in the implementation of modular learning. It was revealed on the table that the academic performance of students correlated to the teaching practices of Junior High School teachers in the implementation of modular learning has the value of r of -.22 which is less than the p-value of .195 interpreted as weak, so, null hypothesis is accepted. This means that there is no significant relationship between the academic performance of students and teaching practices of Junior High School teachers. This implies that due to modular learning modality of the learners, teachers have no direct contact with the students and the students only learn their lessons from the modules provided to them. This implies further that student can easily understands the lessons in the modules.

Finally, the table also shows the relationship between the academic performance of the students and assessment practices of Junior High School teachers in the implementation of modular learning. it was revealed on the table that the responses have no variation among the teachers so no result was shown.

Table 4B
Spearman's Correlations Between Academic Performance of Students and Extent of Problems Met by Junior High School Teachers (n = 37)

Spearman's Correlation	Interpretation	p-value
0.125	Weak Negative	$0.460^{(ns)}$

Table 4B presents the Spearman's correlation between academic performance of students and extent of problems met by the Junior High School teachers in the implementation of modular leanring. It was revealed on the table that the Spearman's correlation of 0.125 is less than the p-value of 0.460 which is interpreted as weak negative, so null hypothesis is accepted. This means

that there is no significant relationship between the academic performance of students and extent of problems met by the Junior High School teachers in the implementation of modular learning. this implies that with the challenges encountered by the teachers while implementing the modular learning and this approach is new to them, still they were able to do their roles and responsibilities to provide the best education to the students. With the very high extent of problems met, the students were able to achieve passing grades.

IV. Conclusion

The data shows no significant relationship between the academic performance of students to the practices of Junior High School teachers in terms of planning, teaching and assessment and the problems met in the implementation of modular learning. The very high extent of practices and problems met by the Junior High School teachers resulted to a greater number of students with satisfactory level for academic performance. Thus, the variables presented have no significant relationship.

V. Recommendations

1. The proposed implementation plan formulated should be utilized.
2. Teachers should formulate appropriate plans and implement adequate strategies to meet the demands of teaching and learning process in the new normal.
3. Teachers should have a growth mindset towards the situation, embrace changes and explore possibilities by getting out of their comfort zones.
4. Teachers should continue to provide the appropriate materials and activities suited to the needs of the students.
5. The higher offices and school authorities may work with teachers in addressing the challenges they face as they mitigate to the new normal teaching practices.
6. School Heads should provide the necessary materials they needed for the crafting of learning materials for the pupils.
7. Teachers should see to it that students are learning from the materials they give to the students.
8. Necessary resources and relevant trainings should be provided among teachers to successfully deliver quality education.
9. Teachers should provide varied and differentiated learning materials to the students to improve their academic performance.
10. Engaging community and partnership to stakeholders should be enhanced by all school personnel to gain support in the implementation of distance learning; and
11. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE

MR. SOLOMON M. SOLIS

The author is born on October 22, 1988 at Ormoc City, Leyte Philippines. He is presently residing at Brgy. Curva, Ormoc City, Leyte. He finished his elementary education at Ipil Central School, Brgy. Ipil, Ormoc City in the year 2000 and continue his pursuit for education and able to finish his secondary education at Margen National High School, Brgy. Margen, Ormoc City in the year 2005. He enrolled and finished his Bachelor of Science in Computer Science at STI College, Ormoc City. He eventually enrolled and completed the Teacher's Certificate Program at St. Peter College, Ormoc City. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc.

His first station was Margen National High School and is handling grade 7 students for 3 years now. Currently he is a teacher 1 at Margen National High School, District 9, Ormoc City Division, Region VIII Philippines. He attended series of trainings and seminars conducted in Region, Division, District, and school.