

Problems and Difficulties Met and Performance of Key Stage 1 Pupils in Modular Learning

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Abstract —The study aimed to determine the significant relationship between the extent of problems and difficulties met in terms of learning materials, learning environment and learning accessibility and performance of key stage 1 pupils in quarter 2. Utilizing the descriptive-correlational survey research design for an in-depth analysis of the study, the researcher used the modified survey questionnaire from the study of Aksan (2021) on Effect of Modular Distance Learning Approach to Academic Performance in Mathematics of Students in Mindanao State University-Sulu Senior High School Amidst Pandemic and teacher-made test in the 2nd Quarter. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. Results of the study revealed a significant relationship between performance of key stage 1 pupils in quarter 2 and the extent of problems and difficulties met in terms of learning materials, learning environment and learning accessibility. Thus, providing the pupils with appropriate and personalized learning materials with safe, comfortable and conducive learning environment where teachers can extend assistance and guidance to the pupils on modular learning may result to improved performance.

Keywords — **Problems, Difficulties Met, Performance, Key Stage 1 Pupils, Modular Learning**

I. Introduction

Education and learning are thought to be most crucial foundations of a growing economy, yet the academic system needs radical transformations and major technological reforms especially that the country is facing a global pandemic which resulted to modular distance learning modality by most schools. When this global crisis reached the Philippine archipelago, face-to-face education have to be suspended and teachers have to shift their teaching into modular or even blended learning. Hence, whether or not negative or positive results of emergency remote teaching, the educational systems worldwide are left with no choice but to understand, experience and accept the great and rapid changes (Hung, Chou, Chn & Own, 2010) in adopting the concepts of emergency remote education (Bozkurt & Sharma, 2020).

In response to this crisis and to ensure the continuity of learning while assuring the health, safety, and well- being of all learners, teachers, and other employees. the Department of Education

instituted DepEd Order No.12 series of 2020 to establish new learning delivery modalities in all levels embodied in the Learning Continuity Plan (LCP) for the school year 2020-2021.

Alcantara (2015) claimed that education is very important in everyone's life thus, learning is very relevant in man's daily living, some students with this, teachers who facilitate learning should prepare and apply different strategies and techniques in order to help students to understand the lessons. She added that developing a learning module is a great effort a teacher will do in supporting students learning. Alcantara (2015) also mentioned that modules are the most widely accepted learning materials so it is important to prepare in intelligently. It has an impact in learning since using this material has already been spread in the whole and the use of it has an effect in the learning process of the students all over the world.

Based on the students' opinion they said that course modules are the alternative solution to provide effective education to all students and at levels in the present scenario under new education policy (Reddy, 2005). In accordance with the idea of James D. Russell (1974) as cited by Aksan (2021), module is "an instructional package dealing with single conceptual units of subject matter." A module, as a self-contained unit, offers variety and adaptability to the instructional process. It can be used by an individual or small group of learners in a variety of situations. It cooperates multimedia learning experience so the learners can see or hear about the concept they're studying.

The alternative modes of delivering learning were envisioned to reach all learners regardless of who and where they are. Among these implemented learning delivery modalities (LDMs) were Distance Learning, Blended Learning, and Homeschooling. The Department of Education (DepEd) conducted Learning Enrollment and Survey Form (LESF) on school opening (Department of Education, 2020), it was found out that Modular learning, a form of distance learning that uses Self-Learning Modules (SLM) is one of the highly convenient for most of the typical Filipino students. It was also the most preferred learning system of the majority of parents/guardians for their children. The SLM is based on the most essential learning competencies (MELCS) provided by the Department of Education.

Under modular learning, materials can be printed or in digitized form. It is the backbone of the Department of Education's distance learning program as access to technology remains a problem for most students (Department of Education, 2020). In Tanuan III District, all schools adopted Modular Distance Learning using printed instructional materials. Issues and challenges arise since institutions have to establish the quality of learning. Some stumbling blocks to advancement are having to deal with inadequate technological equipment (Alvarez, 2020) and the failure to consider sociocultural aspects (Karsenti & Collin, 2012) that could hinder technological adoption. Learning is possible but it has issues and concerns due to these abrupt changes in the new educational system or the new normal learning.

Moreover, the existence of COVID-19 pandemic brought extraordinary challenges to the stakeholders, teachers, parents, and learners. Thus, the researcher believed that there is an effect of teaching-learning process in new normal education to pupils' performance most especially using modular type of learning. With this premise, this study is conducted to determine the extent of

problems and difficulties met and performance of Key Stage 1 pupils on modular learning and its relationship. A proposed pupil's remediation program will be formulated based on the findings of the study.

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 determined the relationship between the problems and difficulties met and performance of Key Stage 1 pupils on modular learning of Cahumayhumayan Elementary School, Tanauan III District, Leyte Division. The findings of the study were bases for the proposed pupil's remediation program. Quarter 2, SY 2021-2022

Specifically, this study sought to answer the following questions:

1. What is the extent of problems and difficulties met by Key Stage 1 pupils on modular learning in terms of the following:
 - a. learning materials;
 - b. learning environment; and
 - c. learning accessibility?
2. What is the level of performance of Key Stage 1 pupils on complying the modular learning in Quarter 2?
3. Is there a significant relationship between the extent of the problems and difficulties met and performance of Key Stage 1 pupils on modular learning?
4. What pupil's remediation program can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational and survey research design to determine the relationship between the problems and difficulties met and performance of Key Stage 1 pupils on modular learning, Quarter 2, School Year 2021-2022. Cahumayhumayan Elementary School, Tanauan III District, Leyte Division is the main locale of the study. The 73 Key Stage 1 pupils enrolled in the said locale for School Year 2021-2022 are the main respondents of the study and a modified survey questionnaire from the study of Aksan (2021) on Effect of Modular Distance Learning Approach to Academic Performance in Mathematics of Students in Mindanao State University-Sulu Senior High School Amidst Pandemic and teacher-made test in the 2nd Quarter were used. This research is focused in determining the extent of problems and challenges met and performance of Key Stage 1 pupils and its relationship. A Proposed Pupil's Remediation Program based on the findings of the study is the output.

Sampling. There are 73 Key Stage 1 pupils are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during home visitation of teachers.

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 during the conduct of Home Visitation by the researcher. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected it. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Pupil's Remediation Program 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 principal. 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 Simple Percentage and Weighted Mean was employed to determine the extent of problems and challenges met and performance of Key Stage 1 pupils. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Extent of Problems and Difficulties Met by Key Stage 1 Pupils in
Modular Learning in terms of Learning Materials (N=73)

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	I can hardly comprehend the lesson in the module for I cannot read.	3.16	Moderately Agree	Moderate
2	There are many pages and activities in the modules.	3.82	Agree	Serious
3	The activities in the module is hard to understand.	2.85	Moderately Agree	Moderate
4	The activities are not suited to my needs.	2.64	Moderately Agree	Moderate
5	I cannot understand the language used in the modules.	2.75	Moderately Agree	Moderate
6	The activities in the modules are very easy for me.	2.97	Moderately Agree	Moderate
7	We lack other resources at home.	2.93	Moderately Agree	Moderate
8	The materials were delivered on time.	3.34	Moderately Agree	Moderate
Average Weighted Mean		2.97	Moderately Agree	Moderate

Table 1 presents the extent of problems and difficulties met by Key Stage 1 pupils in modular learning in terms of learning materials. It was revealed on the table that the extent of problems and difficulties met by key stage 1 pupils in terms of learning materials has an average weighted mean of 2.97 which is interpreted as moderate. This means that key stage 1 pupils moderately agree that they have problems and difficulties met on the learning materials provided to them. This implies that key stage 1 pupils need knowledgeable and expert learning facilitator to help and assist them in learning using the modules. This implies further that the learning materials provided to them do not thoroughly explain or discussed that needed concept by the pupils to be able to accomplish the activities written in the modules.

Moreover, the indicator with the highest rating of 3.82 speaks that key stage 1 pupils agree that there are many pages and activities in the modules. This indicator needs immediate attention

by the teacher's coz this might be the reason why there are modules returned unanswered. This data implies that teachers need to revisit the modules, analyze the activities and make some interventions to suit the needs of the learners. The need to prepare and provide differentiated activities for the key stage 1 pupils based on their capabilities and capacities to accomplish the task in the modules.

Finally, the indicators which states that the activities in the modules do not suit to the needs of the pupils rated the lowest with a mean of 2.64 which is interpreted as moderate. This means that key stage 1 pupils moderately agree that they met this difficulty the least for not all of the activities are somewhat difficult for them to accomplish. That is why they need their teachers to discuss to them the concept.

Table 2
Extent of Problems and Difficulties Met by Key Stage 1 Pupils in
Modular Learning in terms of Learning Environment (N=73)

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Our house is not conducive to learning.	2.88	Moderately Agree	Moderate
2	No space for learning or doing my modules at home.	2.71	Moderately Agree	Moderate
3	I do not have materials for my lessons at home.	2.64	Moderately Agree	Moderate
4	My sibilings play when I do my modules.	2.88	Moderately Agree	Moderate
5	My house is far from the school.	2.71	Moderately Agree	Moderate
6	The things I needed for my lessons were not found in the community.	2.85	Moderately Agree	Moderate
7	I missed to be in school to learn the lessons.	3.71	Agree	Serious
8	I am happy doing my modules at home.	3.11	Moderately Agree	Moderate
Average Weighted Mean		2.93	Moderately Agree	Moderate

Table 2 presents the extent of problems and difficulties met by key stage 1 pupils in terms of learning environment. It was revealed on the table that the extent of problems and difficulties

met by the key stage 1 pupils in terms of learning environment has an average weighted mean of 2.93 which is interpreted as moderate. This means that key stage 1 pupils moderately agree that their learning environment is not conducive to learning. This implies that learning environment may affect the performance of the pupils. Their houses do not give them the comfort while doing the activities in the modules. They might have no comfortable learning area where they can freely move and manipulate the materials they are using while doing the task in the modules. Some of the members of the family do not help and assist the child while doing the modules.

Moreover, this table also shows the indicator with the highest mean of 3.71 which states that the child missed to be in school to learn the lessons. This means that needs a conducive learning environment where they can do their task to improve their performance and to attain the necessary and appropriate learning they needed. This implies that key stage 1 pupils seriously met difficulties while they are learning at home.

Finally, this table also shows the lowest mean of 2.64 which states that the child has no materials for their lessons at home. This means that the materials they needed in doing the task given by the teacher in the modules cannot be found at home. This implies that there are activities in the modules where learning materials are needed and these are not found at home. Contextualization of materials is important to attain easy understanding of the lesson convey in the modules.

Table 3
Extent of Problems and Difficulties Met by Key Stage 1 Pupils in
Modular Learning in terms of Learning Accessibility (N=73)

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	I cannot easily talk to my teachers when I needed explanation about the lesson due to distance from school to home.	3.12	Moderately Agree	Moderate
2	My parents cannot guide and assist me on my modules because she is illiterate.	2.66	Moderately Agree	Moderate
3	My parent cannot help me because they are working in the farm/office.	2.73	Moderately Agree	Moderate
4	I do not have siblings to ask for about the lesson.	2.66	Moderately Agree	Moderate
5	My mother cannot get the modules on time.	2.53	Moderately Agree	Moderate
6	I have the gadget to use to communicate my teacher for additional information regarding the lesson.	3.10	Moderately Agree	Moderate
7	My learning facilitator sometimes answer the modules due to difficulty in understanding.	2.95	Moderately Agree	Moderate
8	I have neighbors whom I can ask regarding the lessons in my modules.	3.07	Moderately Agree	Moderate
Average Weighted Mean		2.85	Moderately Agree	Moderate

Table 3 presents the extent of problems and difficulties met by key stage 1 pupils in terms of learning accessibility. It was revealed on the table that the extent of problems and difficulties met by the key stage 1 pupils in terms of learning accessibility ha an average mean of 2.85 which is interpreted as moderate. This means that key stage 1 pupils moderately agree that one of their problems and difficulties met on modular learning is the accessibility in reaching the teachers. This

implies that due to restrictions in reaching the pupils at home and with the unstable internet connectivity of the area, pupils cannot easily reach their teachers to ask for clarifications regarding the activities in the modules.

Moreover, the indicator with the highest mean of 3.12 which is interpreted as moderate states that pupils cannot easily talk to the teachers when they needed explanation about the lesson due to distance from school to home. This means that this pandemic has brought distance from teachers and pupils. This implies that with the restrictions in reaching the pupils, teachers and pupils had hard time in communicating with one another for both are afraid of infection with the virus.

Additionally, the table shows the lowest mean of 2.53 which states that the child's mother cannot get modules on time. This means that key stage 1 pupils moderately agree that there are some parents or guardian who cannot get the modules on time due to work and other activities that they attend to. This implies that not all mothers had the chance to get the modules because some of them are working. Only few of the mothers are staying at home to attend to their children.

Table 4
Performance of Pupils in Quarter 2

Range	Description	Frequency	Percentage
90-100	Outstanding	33	45
85-89	Very Satisfactory	29	40
80-84	Satisfactory	11	15
75-79	Fairly Satisfactory	0	0
74 below	Did Not Meet Expectation	0	0
	TOTAL	73	100
	Average	88.74	Very Satisfactory

Table 4 presents the performance of the key stage 1 pupils in quarter 2. It was revealed on the table that among the 73 key stage 1 pupils, 33 or 45% have the grade of 90-100 which is outstanding, 29 or 40% have grades of 85-89 which is very satisfactory and 11 or 15% have grades of 80-84 which is satisfactory. This means that key stage 1 pupils are performing pupils as shown in their average grade of 88.74 which is interpreted as very satisfactory. This implies that despite the new learning modality, pupils still can achieve higher learning outcomes. This implies further that learning in the new normal does not hinder anyone to achieve their goal. Learning facilitators are also helping the child accomplish the activities given them in their modules despite of their busy schedules in earning a living.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Learning Materials and Performance	0.41	1.543	0.772	Reject Ho	Significant Relationship (Moderate)
Learning Environment and Performance	0.41	1.322	0.772	Reject Ho	Significant Relationship (Moderate)
Learning Accessibility	0.44	1.665	0.772	Reject Ho	Significant Relationship (Moderate)

Table 3 presents the test of relationship between the extent of problems and difficulties met in terms of learning materials, learning environment and learning accessibility and performance of key stage 1 pupils for quarter 2 on modular learning. It was revealed on the table that the extent of problems and difficulties met in terms of learning materials and performance of key stage 1 pupils in quarter 2 has a computed value or t of 1.543 which is greater than the table value of 0.772 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of problems and difficulties met in terms of learning materials and performance of key stage 1 pupils in quarter 2. The r value of 0.41 show moderate significant relationship. This implies that the learning materials provided to the key stage 1 pupils affect their performance. When learning materials are suited to the needs and capabilities of the pupils, positive learning outcomes will be attained. Furthermore, the modules provided by the teacher to the pupils explains and understood by them through the varied and differentiated activities. Learning materials are basic requirements that can bring about good academic performance to pupils. Therefore, the availability of such materials enhances the effectiveness of the schools in boosting the academic performance of the pupils in the long run.

Moreover, this table also shows the test of relationship between the extent of problems and difficulties met in terms of learning environment and performance of key stage 1 pupils in quarter 2. It was revealed on the table that the extent of problems and difficulties met in terms of learning environment and performance of key stage 1 pupils in quarter 2 has a computed value or t of 1.322 which is greater than the table value of 0.772 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of problems and difficulties met in terms of learning environment and performance of key stage 1 pupils in quarter 2. The r value of 0.41 show moderate significant relationship. This implies that the learning environment where pupils usually do their learning task is essential in the teaching-learning

process. The extent to which the pupils learning could be enhanced depends on their location within their home, availability of instructional facilities and accessories. This implies further, that a well-planned environment will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the pupils.

Finally, the table shows the test of relationship between the extent of problems and difficulties met in terms of learning accessibility and performance of key stage 1 pupils in quarter 2. It was revealed on the table that the extent of problems and difficulties met in terms of learning accessibility and performance of key stage 1 pupils in quarter 2 has a computed value or t of 1.665 which is greater than the table value of 0.772 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of problems and difficulties met in terms of learning accessibility and performance of key stage 1 pupils in quarter 2. The r value of 0.44 show moderate significant relationship. This implies that the assistance and guidance of the teachers do not supplement the modules provided to the pupils. They still need their teachers to discuss and explain the concept conveyed in the modules. Thus, access to learning affects the performance of the key stage 1 pupils.

IV. Conclusion

Results of the study revealed a significant relationship between performance of key stage 1 pupils in quarter 2 and the extent of problems and difficulties met in terms of learning materials, learning environment and learning accessibility. Thus, providing the pupils with appropriate and personalized learning materials with safe, comfortable and conducive learning environment where teachers can extend assistance and guidance to the pupils on modular learning may result to improved performance.

V. Recommendations

1. The proposed pupil's remediation program formulated should be utilized;
2. Teachers should see to it that the learning materials provided to their learners should be suited to their needs and capabilities;
3. School Heads should encourage teachers to conduct home visitation;
4. Teachers should encourage the parents or learning facilitators to guide and assist the pupils in accomplishing the modules;
5. Teachers should encourage the parents or learning facilitators to be with them as the teacher discusses the lesson stipulated in the modules during home visitation.
6. School Heads and teachers should conduct a regular home visitation to motivate pupils to work on their modules;
7. Teachers should find time to reach their learners to further discuss the concept convey in the modules; and
8. 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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Her first station was Maghulod Elementary School as volunteer. She taught Kindergarten Class. Currently, she is a Teacher 3 handling a Grade 2 class at Cahumayhumayan Elementary School, Tanauan III District, Leyte Division, Region VIII Philippines. She attended series of trainings and seminars conducted in National, Region, Division, and District level.