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**CONTENT ENHANCEMENT STRATEGY FOR THE IMPROVEMENT OF  
MODULAR DISTANCE LEARNING IN MATABUNGKAY  
NATIONAL HIGH SCHOOL, LIAN BATANGAS**

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**ABSTRACT**

This study aimed to determine the content enhancement strategy for the improvement of modular distance learning (MDL) in Matabungkay National High School, Lian Batangas. It also identifies the factors that affect the delivery of MDL. It included the profile of the respondents in terms of sex, age, civil status, educational attainment, and length of service. It investigated the effects of MDL in Matabungkay National High School in terms of overall academic performance, and academic performance across grade levels. Moreover, the respondents' perception of the effects of MDL in terms of pupil performance, teacher performance, and learning facilitators' performance. The study was conducted at Matabungkay National High School, Lian Batangas with thirty (30) teacher respondents.

Using the descriptive Method of research, a researcher-made questionnaire was used as the instrument. Results showed that the female ones exceed the males with more females facing the challenges of the time. The academic performance across grade levels as well as the overall academic performance has been very satisfactory. Moreover, the pupils have been engaged on the subject matter which is the reason why they have been doing well in answering all the activities. This engagement could also be the reason for the positive results in the summative tests since learners' responses have been correct. Pupils' performance has been positive during

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modular distance learning. Teacher performance during modular distance learning has been more than satisfactory. With regards to the effects of modular distance learning on learning facilitators, the experience has been fruitful. It was also found that there was no significant difference in the perception of the respondents on the effects of modular distance learning when profile variables are considered. This failed to reject the null hypothesis. There was no significant difference on the perception of the respondents on the effects of modular distance learning when profile variables are considered which failed to reject the null hypothesis. There was a significant relationship between the perception of the respondents on the effects of modular distance learning and the contributory factors related to its implementation. The p-value was 0.003 which rejects the null hypothesis. Finally, a content enhancement activity is results-based to enhance the students' performance and teaching practices on modular distance learning.

**Key Words:** *pupil achievement, content strategies*

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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

The new normal education has altered the education landscape with the coming of the Covid 19 pandemic. Because of this, drastic changes in the educational system put a different perspective on teaching and learning. Most of the schools in the country implemented the Modular Distance Learning Modality with the use of self-learning modules.

The modular distance learning approach has reached its mark to ensure the continuity of education amidst the Covid 19 pandemic. By virtue of DM No. 146 series of 2020 otherwise known as "Suggested Activities, Teaching and, Learning Resources in Implementing Modular Distance Learning Delivery," the schools implemented the modality. The Department of Education suggested three kinds of Distance Learning Delivery Modality namely Modular Distance Learning (MDL), Blended Learning (BL), and Homeschooling. Since not all parents have internet connectivity, modular distance learning whether Printed or Digital Modules (PDM) or soft copy have been delivered to the schools and were picked up by their parents or guardians. For the Printed Modular Learning Delivery modality, the teachers prepare the learning activity sheets, study guides, and other resources and these materials shall be accompanied by quality assured instructional guides wherein the parent/guardians or para-teachers shall meet with the teacher and receive instructions and the learning materials to be accomplished by the learner for the week. Parents use the learning guide and supervise their child's interaction with the materials, and communication with the teacher can be done (Codamon, 2020).

According to the data from the Learner Enrollment and Survey Form 8.8 million parents preferred modular while 3.9 million voted for blended learning. The blended learning, although

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not prescribed for all for reasons of uniformity of instruction combined different modalities: module, television and radio, and radio with online. Teachers may home visit their students for remediation. Students could reach their teacher via email, telephone, text message, or instant messaging (Dado, 2020).

With regards to readiness, according to Luz (2020), basic education schools in the Philippines have opened with a major difference because of no face-to-face classes and instead the modular distance learning is done. Distance learning could be Blended learning, a combination of limited face-to-face and distance education where students do most of their work to learn on their own; and, homeschooling uses the home as the place of learning, the parent is the teacher, and the set-up is independent of any school institution

With these issues in the new normal learning, the researcher has found time to reflect on the teaching modalities. It is in this light that the researcher deems it a must to undertake this study.

## Background of the Study

In Matabungkay National High School, the modular distance learning modality is being used. On the part of the teacher, there are factors that affect the effectiveness of the teaching modality. Similarly, parents as learning facilitators, also face problems that affect their tasks. However, it is the teachers' roles that matter since everything the parent does will come from the teachers. In this regard, the level of effectiveness of this modality and other modalities that could be used can be achieved if there is an observation done to find out. In this regard, the researcher deems it a must to determine the effectiveness of teaching modalities utilized during this new normal education.

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## Theoretical Framework

In this study, the Cognitive Theory of Piaget (1973) was utilized. The cognitive learning theory looks at the way people think. Mental processes are an important part of understanding how we learn. It recognizes both internal and external elements as great factors that influenced learners. The behaviorism learning theory is the idea that the interaction with their environment influenced how a student behaves. It suggests that behaviors are influenced and learned from external forces rather than internal forces. The constructivism learning theory is based on the idea that students actually develop their own learning based on their previous experiences. Students take what they are being taught and add it to their prior knowledge and experiences, building a unique reality that is just for them. This learning theory focuses on learning as a dynamic process, unique and personal for each student. Humanism is very closely related to constructivism. Humanism directly focuses on the idea of self-actualization. Everyone functions under a hierarchy of needs. Self-actualization is at the top of the hierarchy of needs. Connectivism in educational learning theories is considered one of the newest. It focuses on the idea that when people form connections they learn and grow. This can be connections with one other, or connections with their functions and in their obligations in life. Goals Hobbies and people can all be connections that influence learning (Piaget, 1973).

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## Conceptual Framework

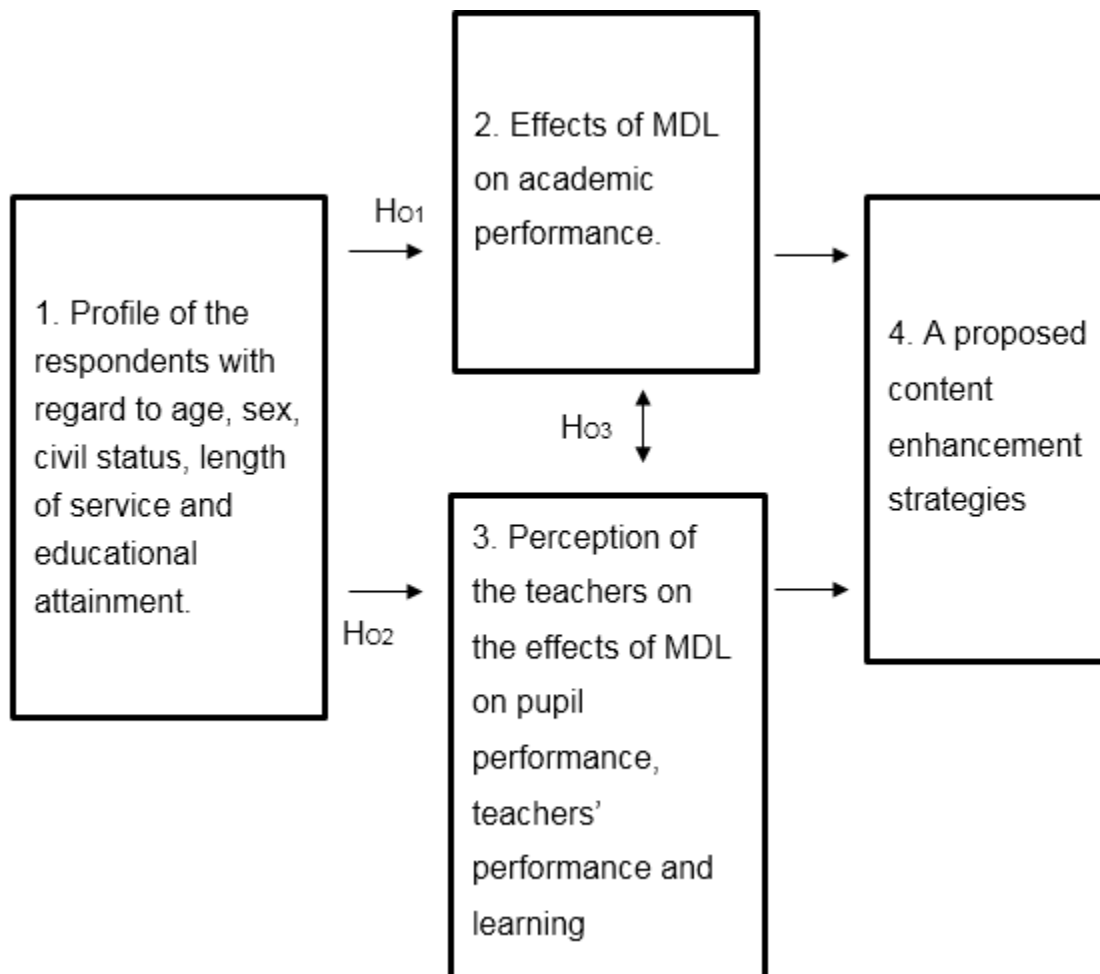


Fig. 1 Research Simulacrum

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## Conceptual Framework

This study is presented in the research simulacrum.

Frame 1 presents the profile of the respondents with regard to age, sex, civil status, length of service and, educational attainment.

Frame 2 presents the Effects of Modular Distance Learning on academic performance.

Frame 3 presents the perception of the teachers on the effects of MDL on pupil performance, teachers' performance and, learning facilitators performance

Frame 4 contains the proposed content enhancement strategies

## Statement of the Problem

This study aimed to determine the content enhancement for the improvement of modular distance learning (MDL) in Matabungkay National High School, Lian Batangas. It also identified the factors that affect the delivery of MDL.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 sex;
  - 1.2 age;
  - 1.3 civil status;
  - 1.4 educational attainment; and
  - 1.5 length of service?

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2. What are the effects of MDL in Matabungay National High School in terms of:
  - 2.1 overall academic performance; and
  - 2.2 academic performance across grade levels?
3. How do the respondents perceive the effects of MDL in terms of:
  - 3.1 pupil performance;
  - 3.2 teacher performance; and
  - 3.3 learning facilitators' performance?
4. How significant is the difference among the respondent's perceptions of the effects of MDL when profile variables are considered?
5. How significant is the difference among the academic performance of the students across grade levels?
6. How significant is the relationship between the perception of the teachers on the effects of MDL and the factors of the delivery of the MDL?
7. What content enhancement strategies may be proposed to improve the MDL?

## Hypotheses

The following hypotheses were tested in the study:

1. There is no significant difference among the respondent's perception on the effects of MDL when profile variables are considered.
2. There is no significant difference in the academic performance of the students across grade levels.

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3. There is no significant relationship between the perception of the teachers on the effects of MDL and the factors of the delivery of the MDL.

### Scope and Delimitation of the Study

The researcher sought to determine the effects of Modular Distance Learning (MDL) in Matabungkay National High School, Lian Batangas. It also identified the factors that affect the delivery of MDL. In order to realize the aims of the study, the profile of the respondents in terms of sex, age, civil status, educational attainment, and length of service was sought. Likewise, the perception of respondents on the effects of MDL in Matabungkay National High School in terms of pupil performance, teacher performance, and learning facilitator's performance was covered. Moreover, the effects of MDL in Matabungkay National High School in terms of overall academic performance; and academic performance across grade levels were also unveiled. Furthermore, the significant difference among the respondent's perceptions of the effects of MDL when profile variables are considered. The significant differences among the academic performance of the students across grade levels were determined. Finally, the significant relationship between the perception of the teachers on the effects of MDL and the factors of the delivery of the MDL was covered.

A content enhancement strategy was proposed by the researcher. The respondents of the study were 30 teachers of Matabungkay National High School. They were administered a questionnaire. The study was undertaken at Matabungkay National High School during the school year 2020-2021.

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## Significance of the Study

The present study is deemed beneficial to the following

**Students.** The students who are the end receiver of this study can be benefited more from the results.

**Teachers.** The teachers who are facilitators of learning would be given a view of how the teaching modality fares so that they can do something to address them, both positively and constructively.

**School Administration.** The school administration would be provided with feedback which the school really needs to be able to step in and do something to provide learners with a more positive learning environment.

**The Researcher.** With the outcomes of this study, the researcher will be provided with answers to the questions in her mind.

**Future Researchers.** This may be a future reference to other researchers.

## Definition of Terms

The following terms are defined conceptually, operationally, and technically during the course of this study.

**Action Plan.** This refers to a proposed strategy or course of action. (webfinance, 2016) As used within the context of this study; it refers to the action plan proposed as a result of this study

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**Blended Learning.** This refers to the combination of traditional and ICT-based instruction. (The Glossary of Education Reform, 2020). As used within the context of this study, this refers to one of the distance learning modalities being in focus

**Effectiveness.** This refers to the degree to which something is successful in producing the desired result; success. (Oxford Dictionary, <https://languages.oup.com/google-dictionary-en/>). As used in the context of this study, this refers to the gauge of effective factors in the modular distance learning delivery modality

**Learning Delivery Modality.** This refers to the kind of modality used in teaching. (Llego, 2020). As used in this study, it pertains to the modular distance learning delivery modality

**Learning Facilitators.** These are teachers who do not operate under the traditional concept of teaching, but rather are meant to guide and assist students in learning for themselves - picking apart ideas, forming their own thoughts about them, and owning material through self-exploration and dialogue. (ZipRecruiter Marketplace Research Team, 2020) In this study, these pertain to either teachers or parents who facilitate the learning. As used within the context of this study, these are the facilitators of learning at home

**Learning facilitator performance.** This refers to the performance in teaching and facilitating of a learning facilitator. (Talent Development Glossary Terms, 2021). As used in this study, this refers to the performance of both parents and teacher

**Level of Effectiveness.** This refers to the performance level of anything. (Free Dictionary, 2021) In this particular study, this pertains to the level of effectiveness of the teaching modality used.

**Modular Distance Learning.** It is also called Modular Distance Learning which refers to the alternative instructional design that uses developed instructional materials, which are based

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on the needs of students (Nardo. 2017; Llego, 2020). As used within the context of this study, this refers to the delivery modality at Matabungkay National High School and one of the approaches used by teachers.

**Profiles.** This refers to a short article giving a description of a person or organization. (merriamWebster). As used in this study, this refers to the profile of the respondents.

**Pupil performance.** This refers to the extent to which a student, teacher, or institution has attained their short or long-term educational goals. (<http://www.csun.edu/~hda75098/BalancedReading/Levels.html>).

As used in this study, this refers to the academic achievement of a pupil.

**New Normal.** This refers to the new system of education where face to face encounter is not allowed. (Pacheco, 2020). As used in this study, this refers to the modular distance learning delivery modality used in Matabungkay National High School.

**Teachers.** These refer to the teachers who teach in a particular school. (Oxford Languages, 2021). As used in this study, they are the teachers of Matabungkay National High School.

**Teaching Modalities.** These refer to the delivery way or methods of teaching. (Llego, 2020). As used in this study, these are the modular distance learning and blended learning delivery modalities prescribed by the Department of Education.

**Teacher performance.** This refers to the performance of teachers as they go about their teaching tasks. (Pacheco, 2020). As used in this study, teacher performance refers to the performance of teachers during the pandemic.

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## Chapter 2

### REVIEW OF THE RELATED LITERATURES AND STUDIES

This chapter presents the following related literatures and studies. The literatures and studies presented in this review provided meaningful discussion in connection to Modular Distance Learning.

#### A. Related Literatures

##### Foreign

The COVID-19 pandemic has caused the displacement and halt of education of more than 1.6 billion children and youth around the world. This figure is close to 80% of the world's enrolled students which worried the department of education because of its impact on children and youth in the loss of learning; increased dropout rates; and children missing their most important meal of the day (Saavedra, 2020).

Pandemic conditions have aggravated the needs of the people most especially the vulnerable ones. Healthcare providers, schools, shelters and other sources of support for people find difficulty situations specifically access to resources. It was a stressful situation for teachers and parents since managing their own children's education proved to be difficult. There is a skills gap parents have to acknowledge and that these parents are not fit to teach.

In addition, some families lack access to the internet, where all learning is now dependent (Prince Trust International, 2020).

This literature is linked to the present study because it deals with problems regarding parents who are forced to act like teachers.

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Scott (2015) explored factors in-depth and offered a rationale for redefining twenty-first century learning content and pedagogy. The past two decades had seen the emergence of a global movement that called for a new model of learning for the twenty-first-century. In this view, there is the presence of a significant body of literature focusing mainly on motivations for a new model of learning, the specific competencies and skills needed for students to function effectively in contemporary times, and the pedagogy required to stimulate those capabilities. These have some bearing on the present study since it discussed the factors, skills, and competencies.

The COVID 19 pandemic made possible the schools' shut down all over the world. On the first day of March, six governments initiated countrywide school closures due to the pernicious coronavirus pandemic and by the end of the month, 185 countries had closed, affecting 90 percent of the world's students. This rush caused unplanned movements and decisions which also consequently held potential risks to safeguard against and the potential opportunities. It is a known fact that every crisis carries with it both challenges and opportunities. Thus for transformation, past education crises have shown that it was possible to build back better. A number of risks and challenges have been noted. Distance learning will reinforce teaching and learning approaches that are known not to work well at all. Educators will be overwhelmed and unsupported to do their jobs well because of the situation. The protection and safety of children will be harder to safeguard because teachers cannot see them. School closures will widen the equity gaps. Finally, poor experiences with educational technology during the pandemic will not make teaching any better (Winthrop, 2020).

Li (2016) cited that the rapid development of information technology brings the infinite possibility of education but the popularity of the Internet has changed the way people work and live, as well as the way of education and learning.

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The emergence of a new teaching model called the flipped classroom is carried out by the constructivist learning theory. It upholds that students are active constructors of meaning as they go along with their works. It is where they are considered the leaders and controllers of the learning process. In the meantime, teachers only assist students in developing their learning (Ziling and Yeli, 2018).

According to Martinez (2020), the primary goal of the K–12 education system is to prepare all students to graduate from high school ready for college and eventual careers. For students to be college and career-ready, they need the same set of core academic skills, in English/Language Arts (ELA) and mathematics since they also need strong critical thinking and problem-solving. Positively, these skills are also being upheld by the New Normal Education.

Another literature by Lederman (2020) cited that in the meantime teachers are going to be delivering education online. This will mean that every student will be receiving education online too. Because of COVID-19, most teachers and learners suddenly find themselves required to use technology as they teach and learn. Many would ask whether that will aid or hurt attitudes about online education. Charged with making the plan to move to teach immediately online and/or directly making it happen, they are worn out because their resources fall far short of need.

Toscano et al. (2017) mentioned that every child has the right to high-quality education and that because of this mandate, society focused on online learning as a means to deliver instruction to students. Online learning helps teachers, learners and parents adopt effective and efficient platforms. Likewise, these systems helped teachers focus on the essential aspects of teaching. For this to succeed, school leaders and decision-makers should consider the students and families with the current problems on access and lack of enough funding.

There are advantages of taking an online course of education as opposed to a face-to-face class. For one, studying online gives the students more flexibility with the use of a flexible

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schedule and environment. This will entail that the student will not commute sparing money and time to do things. Moreover, the student may learn to discipline himself and thereafter become more responsible (Heap, 2017).

Racheva (2018) discussed a virtual classroom as an online learning environment that allows live interaction between the tutor and the learners as they participate in learning activities. It is a shared online space where the learners and the tutor work together and interact with one another. Also called video conferencing, the participants have tools to present learning content in different formats, as well as to implement collaborative and individual activities. The teacher has the important role of the prolocutor who guides the learning process and assists group activities and discussions.

This is supported by LearnCube.com (2020) that cited that an online classroom simply mirrors the physical classroom. In a regular classroom, the student sees and hears the teacher, and other students, and also the learning environment. A virtual classroom holds that a student sees and hears the teacher via the video/audio stream. Similarly, the online whiteboard allows teachers to explain ideas visually and work through exercises collaboratively. This is related to the present study because it describes the virtual as well as the regular classroom.

UNESCO (2020) found some observations and recommendations as regards the reopening of classes, highlighting the importance of early preparations. They documented the current impacts of the crisis on education. But there had been problems that posed for them. The Lack of references to similar crises in the past made it difficult to predict what might happen in the immediate future. The temporary cessation of face-to-face teaching was a completely new situation, which is unclear of its duration, immediate impacts on daily life, costs incurred and financial burdens and, the learning continuity and international mobility. This also impacted teachers and parents.

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These literatures created the impact of distance learning on teachers, parents, learners, community and the country as a whole which is also the focus of this study.

## Local

The Department of Education (DepEd) serves to strengthen the capacity of public schools by introducing the DepEd Commons, an online platform for public school teachers to support distance learning modalities. This platform was arranged as a direct way to give access to online review materials and Open Educational Resources (OERs) during class suspensions or circumstances (De Leon, 2020).

There are authors who focused on innovative approaches for the delivery of education. An E-Learning focused by, Brioso (2017) an innovative approach for delivering well-designed, learner-centered, interactive, and facilitated environments. This utilizes attributes and resources of various digital technologies along with other forms of learning materials that are suited for open, flexible, and distributed learning environments. Blended Learning which uses education technology tools is an influential tool in helping both students and teachers to flip their classroom management from a didactic approach towards blended learning through LMS that is more student-centered and constructivist.

Shifting to the teaching-learning delivery in schools, modular distance learning was made more challenging in the delivery of basic quality education. Because of this, DepEd leaders have found avenues to solve the problems by capacitating its teachers and school heads to become more effective in their fields. As frontliners in the educational system, they have go through various trainings and seminars to be more capable in delivering better education amid the COVID-19 pandemic. Training teachers has become a norm for professional growth and ready for unexpected circumstances (Bagood, 2020).

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Save the Children Philippines (2020) supports the health, learning needs of children in conflict-affected Mindanao amid the COVID-19 pandemic. There are impacts of the COVID-19 pandemic which worsened the situation of families, especially in Mindanao, affecting mostly the poor children. The Safe Schools of the Future provides materials and tools that facilitate learning in emergencies and protracted crisis settings. It also capacitates the toughness of teachers, parents, and the whole community through psychosocial support and community participation (Save the Children, 2020). This literature is linked to the present study since it also describes the situation brought about by the pandemic.

In this vein, the Department of Education (2020) has done everything to respond to the public health emergency and altered DepEd policies and actions to come up to the aims of the emergency situation, releasing directives and guidelines to ensure that precautions were in place and were observed in DepEd offices and schools. It was apparent that certain health protocols have been observed such as social distancing measures.

It is in this term that Capulso (2020) implied that the Department of Education take on four (4) teaching-learning modalities as (1) face-to-face; (2) blended learning; (3) distance learning and (4) home-schooling. In areas of the country where there is no Enhanced Community Quarantine (ECQ) and General Community Quarantine (GCQ). The first two modalities, face-to-face, and blended learning will be adopted. However, the last two modalities, distance learning, and homeschooling will be applied in all areas under ECQ or GCQ. Since the education of the children is the responsibility of the entire community, parents, Local Government Officials and Private Sectors also have an important role. The Department of Education stressed that parents should continue to teach children problem-solving skills and preparedness in case of emergencies while at home during the time of the pandemic. On the other hand, children, who are digital natives, can teach older people the proper use of technology.

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A learning continuity plan was written seeking to ensure that students' learning progress is monitored. This plan was written in order to overcome obstacles brought about by the disasters through innovative means of teaching and learning. This educational framework is composed of different important pillars such as School Readiness, Human Resources, Infrastructure Readiness, Transition Program, Building Partnership, Teaching, and Learning Modalities and Assessment centered on the Development of the Most Essential Skills and Values of the learners. In the LCP, the choice and contextualization of the learning delivery modality of schools will depend on the local Covid-19 situation as well as access to certain learning platforms (Abbang, 2020).

Ciriaco (2020) discussed the overhaul of the entire educational system characterized by the change of the curriculum, methods of education, and learning delivery. Teachers, parents, students, school officials have done their share to be able to achieve the goals of education. This is due to the fact that millions of students have been learning outside the schools, in their homes particularly.

Likewise, Dado (2020) cited that since traditional face-to-face classes would not happen for quite some time, individualized instruction in modular distance learning has been useful in remote areas with limited internet access such as mountains. Learners use self-learning modules in print or digital format but teachers may do home visits for learners' remediation or assistance. If it is possible, students could reach their teacher via email, telephone, text message or, instant messaging.

This situation was corroborated by Ceniza (2020) when he mentioned that the Philippine Education System has to change to cater to the demands of the new generation. The teachers and learners have been already using the internet, computer, and other technologies in education. But since there is no face-to-face class, the Department of Education introduced three modes of learning namely: Distance Learning, Blended Learning, and Homeschooling respectively. The

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First modality is Distance Learning which itself has also 3 forms. First is the modular distance learning where modules will be given to the learners and will be collected every Friday by the teacher. In this modality, parents must make a drop box or called a learning package where the teacher can place the modules and in return the parents will also place the activities done by the learner. The second form is the Online Distance Learning, learners who opt to choose this modality must have an internet connection. In this modality the teacher and learner will meet virtually and do their activities synchronous or asynchronous. The third is the Television, Radio-Based Instructions, this kind of modality is fitted to the learners who are committed to learn on their own.

## B. Related Studies

### Foreign

Technology also makes access to learning tools easier. Teachers can make use of in fact management tools like Canvas to upload and organize resources like syllabi, assignments, or readings. Teachers can even prefer to share their presentations or record their lectures. While this might sound a touch generous on the teacher's part, studies show that sharing recorded lectures doesn't negatively affect attendance. Learners appreciate the chance to review lectures at their own pace (Fidalgo, et.al 2020).

According to Folsom (2020), there are five principles that educators have to consider in distance education. They are good evidence that high-quality learning can happen in distance learning environments. Schools and teachers change the learning goals and the learning process. They design learning activities for the distance learning environment. Likewise, they prepare for students' upcoming challenges by investigating institutional policies. Lastly, they model a growth mindset.

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Moreno-Guerrero et al (2020) found out the e-learning method, has increased its use and application in the teaching and learning processes. They aimed to identify the effectiveness of the e-learning method in the teaching of mathematics with adults who were in high school, in contrast to the traditional expository method. The results showed that the use of the e-learning method has a positive influence on motivation, autonomy, participation, mathematical concepts, results and grades. It was concluded that the e-learning method leads to improvement in adult students who were studying the mathematical subject in the educational stage of high school, provided that it was compared with the expository method. Therefore, this method was considered effective for its implementation in adults.

Blazar (2020) documented the relationship between individual teachers and students' math performance, as well as their self-reported self-efficacy in math, happiness in class, and behavior in class. He assessed the relationship between domains of teaching practice captured by two observation instruments and the set of student outcomes and examined the predictive validity of teacher effect estimates on students' behaviors and attitudes amongst a subset of teachers who were randomly assigned to class rosters within schools. In addition to the students, academic performance It was found that upper-elementary teachers had large effects on a range of students' attitudes and behaviors. These teacher effect estimates had moderate to strong predictive validity. Further, student outcomes were predicted by teaching practices most proximal to those measures (e.g., between teachers' math errors and students' math achievement, and between teachers' classroom organization and students' behavior in class). However, teachers who were effective at improving some outcomes often were not equally effective at improving others. Together, these findings lend important provable evidence to well-established theory on the multidimensional nature of teaching and student learning and, thus, the necessity for policies that account for and incentivize this complexity.

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Mahmood (2020) explored different instructional strategies which can help in implementing online teaching in higher education. The case study developed various methods for online teaching without compromising student learning. These methods helped in designing successful online study sessions. The study formulated distinctive ideas for online education in developing countries. It included maintaining a slow voice and practicing vocal functions by teachers. Furthermore, sharing resources before the class help in creating interactive online classes. These strategies played a fundamental role in enhancing student learning. The study recommended that Higher Education Commission ought to make collaborations with telecommunication industries. This also helped in overcoming Internet-related issues. There were multiple factors that help in enhancing remote learning. These factors included getting feedback from students, offering flexible teaching and assessment policies. Recording online lectures and getting support from teaching assistants were also vital features. These instructional strategies also served as an excellent tool in running online classes.

Pokhrel and Roshan (2021) aimed to furnish a thorough report on the impact of the COVID-19 pandemic on online teaching and learning on different papers and indicate the way forward. They cited challenges with e-learning were accessibility, affordability, flexibility, learning pedagogy, life-long learning, and educational policy. Many countries have significant issues with a reliable Internet connection and access to digital devices. They found that the lesson learned from the COVID-19 pandemic was that teachers and students/learners should be oriented on the use of different online educational tools. After the COVID-19 pandemic when the normal classes reopen, teachers and learners should be encouraged to continue utilizing such online tools to enhance teaching and learning.

Attard and Holmes (2020) explored four case studies of Australian secondary mathematics classrooms conducted prior to the COVID-19 pandemic to examine how teachers were using blended learning approaches and how their students perceive these pedagogical practices.

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Findings across all four sites indicated that technology use expanded student opportunities to engage with mathematics learning through the provision of multiple pathways and methods of access. They found evidence supporting the use of blended classroom teaching strategies to provide differentiation and personalized learning approaches; visualization and dynamic manipulation of mathematics concepts; and alternative methods for teacher-student feedback and communication.

Mpungose (2021) aimed to propose alternative pathways to overcome such challenges for students, to enable them to have access to effective e-learning. Drawing on a two-year postdoctoral qualitative research project conducted at a South African university to explore students' experiences of the transition from face-to-face to e-learning, he sampled to generate data using e-reflective activity, Zoom group meetings, and a WhatsApp one-on-one semi-structured interview. Findings articulated the digital device as a hindrance to students realizing the full potential of e-learning, yet lecturers' still want students to submit assessment tasks and engage with course activities on the Moodle learning management system. With universities using face-to-face learning becoming vulnerable to the COVID-19 pandemic and other challenges which resulted in a shutdown of university sites, alternatives need to be sought to allow students, particularly disadvantaged students, to realize e-learning.

According to Klapporth, et al (2020), assessed the level of stress that teachers experienced during the lockdown of schools in Germany, their strategies to cope with it, and external and internal barriers for distance teaching with an online questionnaire. 380 teachers from different schools participated. They experienced medium to high levels of stress. More than 50 percent of them spent more than four hours daily on remote teaching, with secondary grammar school teachers experiencing significantly more stress and working more hours daily than special education teachers. The vast majority of them experienced technical barriers, but most of them felt able to cope functionally with the stress. Female teachers experienced significantly more

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stress, but coped with it more often in a functional way; teachers used more functional coping strategies when they expected external factors as barriers for distance teaching. The results implied that teachers' digital skills should be developed, schools should be better equipped with the necessary computer hard-and, software and more research on psychological factors contributing to teachers' willingness to use technologies for remote teaching in the pandemic and beyond should be done.

Clifton (2017) evaluated the impact of incorporating the Open University Learning Design Initiative (OULDI) methodology into curriculum production by looking specifically at barriers and facilitators in the application of Learning Design and its impact on delivery, module development, and the resulting student and tutor learning experience. It explored the lessons learned from this experience by teachers that helped guide and inform the future implementation of Learning Design into module and qualification level frameworks.

This study was linked to the present study because it dealt with the use of modular instruction Korolkov et al. (2020) tried to formalize various aspects of distance education in the form of speculative validity indicators in their study and qualification level frameworks.

They did this by calculating the relative frequency of students' and teachers' opinions. They found that there were ten factors for evaluating the advantages and disadvantages of distance learning. Likewise, 26 aspects-variables of distance education were identified and outlined promising areas for further research.

## Local

According to Tria (2020), the education sector is one of the highly affected by the COVID-19 pandemic. In the Philippines, where there are still growing COVID-19 infections as of now, this study presented some of the new normal situations in the school setting. However, there

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were some posed challenges and issues presented while recommending several approaches to the new normal. Schools at all levels, therefore, need to address these concerns and carefully evaluate plans and procedures for the implementation of the new normal. He cited that collaboration was the most important at these difficult times. We should help form the post-COVID-19 education, stepping to the new normal. The author recommended that the opportunity and challenges presented should be grasped and taken a serious concern. The challenge was on how to provide and deliver quality education amidst exceptional times, like the COVID-19 pandemic, and on being prepared when another crisis comes in the future.

Dangle and Sumaong (2020) cited that since Face to face learning engagement of students and teachers within the school had been suspended due to the COVID-19 pandemic, the country has been in the process of adapting to the new normal form of education. Thus continuous innovations of educators with the active involvement of other stakeholders had been in progress. The researchers set to determine the challenges encountered, opinions, and recommendations of teachers, parents, and students in the implementation of Modular Distance Learning in Balbalayang National High School (BNHS) and Baguio City National High School (BCNHS) during the School Year 2020-2021. They used a mixed quantitative and qualitative approach by conducting surveys to the 37 participants in the selected schools through quota and purposive sampling. Results showed that the main challenges namely lack school funding in the production and delivery of modules; students struggled with self-studying, and parents' lack of knowledge. They concluded that the challenges found were resources, preparedness, and communication. This study was linked to the present study because it directly dealt with modular distance education.

De Villa and Manalo (2020) conducted phenomenological research to explore the experiences of secondary teachers in the Division of San Pablo City during distance learning in the new normal. It was found that there were three core themes related to preparation namely

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gathering resources and establishing practices, profiling learners, and capacity building for continuous learning and development. These themes were related to challenges such as complexity of assessment, difficulty in instructional delivery and the digital device; and five core themes related to coping mechanisms which include positive well-being, time management, openness to change, peer mentoring, and collaboration. It was found that teachers made necessary preparations to be able to equip themselves with distance learning. They realized that though they might face challenges that could affect their work, they were able to cope. This study was linked to the present study because it dealt mainly with the modular distance learning delivery modality.

Through aids such as projectors and presentation software, teachers can now make learning a multi-sensory experience through the use of photographs, diagrams, videos, and sound files. This not only diversifies the learning experience for learners, especially those with short attention spans, but it also kept them on their toes.

According to Lartec et al. (2017), the use of mother tongue in teaching in a multilingual setting affected the way pupils learn. It demanded teaching strategies that not only adapt to the interplay of the various cultures and languages but gave importance to them, too. The findings showed that the teachers used strategies such as translation of target language to mother tongue, utilization of multilingual teaching, utilization of lingua-franca, improvisation of instructional materials written in the mother tongue, remediation of instruction, and utilization of literary piece written in the mother tongue as motivation. Some problems encountered by the teachers in implementing the mother tongue-based instruction included the absence of books written in the mother tongue, lack of vocabulary, and lack of teacher training. Nevertheless, the study indicated that major attention and effort were still necessary to be given to the approach.

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Cabardo (2015) determined the effectiveness of Grade 8 Enhanced Learning Materials in Science for the Open High School Program under the K to 12 Basic Education Curriculum in Hagonoy National High School during the school year 2013-2014. He used the randomized pretest-posttest controlled group experimental design in which participants were subjected to investigation from November 2013 to January 2014. For the controlled group he used the DepEd Learning Materials while for the experimental group, he used the Enhanced Learning Material developed by the researcher. Pretest results revealed that both groups were at the beginning level of proficiency in Grade 8 Science. The Experimental Group has performed much better compared to the Controlled Group as revealed in the scores obtained by the two groups in the Post-test. There was a significant difference in the achievement of the students and learning was higher on the part of the Experimental Group in the post test conducted. Finally, it suggested that the Enhanced Learning Materials developed to be adopted as instructional materials for teaching Grade 8 Science in the Open High School Program to facilitate learning and improve the achievement of the students.

Cahapay (2019) analyzed the assessment practices in a Teacher Education Institution (TEI) within the Philippines during the Coronavirus Disease 2019 (COVID-19) crisis. The results implied that assessment practices were contextually reshaped as classes were suspended at the time when assessment evidence cannot be computed; limited internet connectivity posed logistical issues to move to online assessment, and institutional tradition of maintaining quality draws a major concern. As a consequence, changes were evident in the grading component merely focusing on student attendance; grading system shifting to descriptive binary; requirements for laboratory and research works significantly modified, and exclusion of grades earned in the current semester from the computation of grade point average. It was recommended that in reshaping assessment practices in this time, different contexts must be cogently considered, so that reasonable changes will be better understood. This study was

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related to the present study since if the assessment is to be given focus, then the strategies used to produce results have to be also considered.

According to Alipio (2020), the existing pandemic and potential shift to full e-learning needed an evaluation of readiness for e-learning. He used an online survey employing questionnaires to elicit data on the readiness of students for e-learning. Results yielded that of the 880 samples the majority were in the lower middle class and private higher education institutions. Most of the respondents answered 'No' in all e-learning readiness items. The odds of scoring low in the readiness scale were higher among younger and female respondents. With reference to the high-income class, the odds of scoring low on the readiness scale was approximately 16.23, 12.02, 5.21, and 1.87 times more likely when students belong to the low, lower-middle, middle, and upper-middle class, respectively. Further, the type of school was not associated with low readiness probability. Implications: School officials may first address the lack of digital skills among students and formulate programs that would capacitate them. The possible shift for e-learning should be considered if financial, operational, and Internet connectivity issues of learners in the low-income sector and rural areas are addressed. He recommended more strategic planning and quality management mechanisms should be directed towards an equitable and inclusive education without undermining quality learning

Almerio et al. (2020) attempted to shed light on such concerns as the status of the K-12 educational system in the Philippines by evaluating the performance of the K-12 students using a standardized approach. The Scholastic Abilities Test for Adults, a standardized test for measuring the academic competence of adults, is used in this study to measure scholastic abilities. The descriptive analyses made in this paper may aid in the development of more robust strategy frameworks for positioning the current K-12 educational system to global and industry demands. Moreover, the results obtained in this study would aid stakeholders in overseeing strategies that would address current gaps in the K-12 educational system of the country.

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Carillo (2020) stressed in their study that online teaching and learning practices in teacher education. In total, 134 empirical studies analyzed, online teaching and learning practices related to social, cognitive and teaching presence was identified. The findings highlighted the need for a comprehensive view of the pedagogy of online education that integrates technology to support teaching and learning.

In terms of teaching, teacher training to online instruction, blended learning, and distance learning were also recommended in order to adjust to the new instructional format (Toquero, 2020). Teacher competencies in both pedagogy and technology should be reinforced. Strengthening Research and Development in Health Schools need to strengthen research and development in terms of health. One of the functions of every higher education institution is to contribute to the generation of knowledge and its application through research and development endeavors. Higher education needs to demonstrate competitiveness, effectiveness, and efficiency by strengthening research activities in the field of health and pandemic (Toquero, 2020).

Gonzales (2015) found out that modular instruction is one of the teaching approaches where the students have to learn everything in the module using their own effort at their own pace. This method differed from the traditional one wherein a teacher presented the lesson and the students just listened to learn the concepts presented. To surpass the difficulties faced by the students in the traditional classroom situation, the modular approach was a good alternative since it is student-centered, self-paced, and requires no note-taking. Modular instruction is an attempt to individualized learning by allowing a student to achieve mastery of one unit of content before moving on to another.

### C. Synthesis

Several foreign studies claimed the fundamental differences between learning online and in a traditional classroom setting (Moreno-Guerrero et al, 2020) wherein they studied that the e-

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learning method has increased its use and application in the teaching and learning processes. Similarly, Folsom (2020), discussed five principles that educators have to consider in distance education as evidence that high-quality learning can happen in distance learning environments This was supported by Moreno-Guerrero et al (2020) cited that the use of the e-learning method has a positive influence on motivation, autonomy, participation, mathematical concepts, results, and grades. Blazar (2016) and Attard and Holmes (2020) documented the relationship between individual teachers and students' math performance, as well as their self-reported self-efficacy in math, happiness in class, and behavior in class. Blazar and Attard and Holmes have mentioned similarities with the present study since both of them focused on teachers and students although Attard and Holmes focused on Mathematics

Mahmood (2020) focused on exploring different instructional strategies which can help in implementing online teaching in higher education in the hope of developing various methods for online teaching without compromising student learning. Differently, Pokhrel et al (2021) aimed to provide a comprehensive report on the impact of the COVID-19 pandemic on online teaching and learning of various papers and indicate the way forward and cited challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy. Mpungose (2021), aimed to propose alternative pathways to overcome such challenges for students, to enable them to have access to effective e-learning.

Although all of these studies have relevance to the present study, Pohrel cited challenges while Mpungose proposed alternative ways for e-learning. All of them had significant findings since they all focused on the same focus of this study.

Klapporth et al (2021), assessed the level of stress that teachers experienced during the lockdown of schools in Germany, their strategies to cope with it, and external and internal barriers for distance teaching with an online questionnaire. The results have been similar to Dangle et al.

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(2020) and De Villa and Manalo (2020) who cited main challenges namely lack of school funding in the production and delivery of modules; students struggle with self-studying, and parents' lack of knowledge Tria (2020), cited that collaboration was the most important at these difficult times, with more focus on teaching in a multilingual setting (Lartec et al, 2017). Cabardo (2015), determined the effectiveness of Grade 8 Enhanced Learning Materials in Science and suggested the use of Enhanced Learning Materials developed to be adopted as instructional materials for teaching Grade 8 Science in the Open High School Program to facilitate learning and improve the achievements of the students.

All of these studies, foreign and local, focused on the struggles and problems encountered the modular distance learning and somehow found ways to focus and address the problems. They were relevant to the present study because they all find solutions to the problems. All of them focused on student achievement

On the other hand, Cahapay (2019) focused on the analysis of the assessment practices in a Teacher Education Institution (TEI) in the Philippines during the Coronavirus Disease 2019 (COVID-19) crisis. Alipio (2020), detailed the existing pandemic and a potential shift to full e-learning needed an evaluation of readiness for e-learning while Almerio et al (2020) attempted to shed light on such concerns as the status of the K-12 educational system in the Philippines.

These authors focused on the assessment and evaluation practices during this modality which is also one of the aspects of this study.

Carillo et al (2020) reviewed the literature on online teaching and learning practices in teacher education and highlighted the need for a comprehensive view of the pedagogy of online education that integrates technology to support teaching and learning while Gonzales (2015) found out that modular instruction is one of the teaching approaches where the students have to learn everything in the module using his own effort at his own pace.

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These studies were significant to the present study since all of them emphasized learning practices Toquero (2020) cited teacher competencies in both pedagogy and technology as areas of learning that should be reinforced. Clifton (2017) assessed barriers and facilitators in the application of Learning Design and its impact on module development, delivery, and the resulting student and tutor learning experience. Korolkov et al. (2020) found that there were ten factors for evaluating the advantages and disadvantages of distance learning while Fidalgo (2016) further the use of technology.

These studies were relevant to the present study since all of them focused on pedagogies, advantages and disadvantages, and technology.

All these studies contributed to the whole focus of this present study and had formed the background as well as the arguments of this study. They supported the study by the different results they found on their topics and in the process helped formed the baseline with which the author presented her study findings.

The ideas and concepts of these studies served well the researcher because of the similarities they present. However, the difference of this study lied in the location, choice of participants, procedures and, statistical analysis used.

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## Chapter 3

### RESEARCH METHOD AND PROCEDURES

This chapter presents the research methods used in the study. It also includes the locale of the study, respondents, research instrument, construction and validation of the instrument, data gathering procedure, and statistical treatment of data.

#### Research Design

This study employed the quantitative-descriptive research design which seeks to identify the current state of a variable described. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the “what” of the research subject than the “why” of the research subject. The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on “why” a particular phenomenon occurs. In other words, it “describes” the subject of the research, without covering “why” it happens (QuestionPro, 2020).

#### Locale of the Study

This study was conducted at Matabungkay National High School in Lian, Batangas. The school was chosen to be the setting of this study as a learning context and the number of students is ideal for local research. The ease of access and familiarity of the researcher to the school were also considered.

#### Respondents of the Study

The respondents of the study were 30 teachers of Matabungkay National High School. They were chosen as respondents since as teachers, their experiences and problems encountered can be a good background for them.

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The respondents were selected using the following criteria: a) they were all teaching at Matabungkay National High School; b) they were the ones directly in contact with parents and students, and 3) they can provide first-hand information on the topic of this study.

## Research Instruments

The present study utilized a survey questionnaire as the instrument to be used to gather necessary data. This questionnaire was developed in accordance with the objectives of this study, while reliability and validity construct was verified as elaborated below.

## Construction and Validation of Instrument

The questionnaire was designed into two parts. Part 1 included the profiles of the respondents, asking for the following information such as name, gender, age, civil status, length of service, and educational attainment. Part 2 included the level of effectiveness of teaching modalities utilized by teachers in Matabungkay National High School in terms of pupil performance, teacher performance, and learning facilitator performance as well as the factors that contribute to the effectiveness of a teaching modality.

After drafting the questionnaire, content validity procedures were made and performed through the help and assistance of the research adviser. The questionnaire was validated by three (3) experts. Based on the validation, the results showed that the questionnaire was valid with Aiken's validity coefficient of 0.92 in terms of the reliability of the questionnaire. Cronbach alpha statistics was used to determine the internal consistency of the items in the questionnaire. The following coefficients were obtained: pupil performance (0.93); teacher performance (0.94); learning facilitator performance (0.91); factors that contribute to the effectiveness of teaching modality was obtained which signifies that the items were reliable and consistent (0.90).

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The final copies of the questionnaires were then administered and distributed to the respondents who were part of the sample. The questionnaire used in this study utilized a 4-point Likert frequency rating scale, consisting of four numerical responses, where being 1 was the lowest and 4 was the highest with corresponding verbal interpretations.

## Ethical Consideration

This study was subjected to Ethics Review by the Institutional Ethics Review Committee (SERC) of the Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. This study passed the ethical standards of the School Research Ethics Board.

Part of the ethical consideration of this study was to secure the consent of the respondents to voluntarily participate (Appendix D). Before the respondents participated in the study each participant was given a copy of consent. The researcher made sure that the consent form was carefully explained to each respondent. It was further emphasized to the respondents that participation in the study was voluntary and that they have the option not to participate in the study.

Ethical principles were considered to preserve the integrity and dignity of the respondents. This study was also subjected to similarity testing using Turnitin (Appendix E) to ensure that no part of this study has been copied or plagiarized.

## Data Gathering Procedure

In administering the questionnaire, the current health protocols were considered. Therefore, the administration of research questionnaires was done online via Google Survey Forms in which responses are automatically recorded. The researcher retrieved the information online.

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## Statistical Treatment of Data

The following statistical tools were used in this study:

### Problem No.1. Profile of the respondents

**Frequency and percentage Distribution.** These were used to describe the profile of the respondents in terms of gender, age, civil status, educational attainment, and length of service.

### Problem No. 2. Effects of MDL on the Academic Performance and Academic Performance Across Grade levels.

Weighted mean and standard deviation were used to describe the effects of MDL on the academic performance and academic performance across grade levels.

### Problem No. 3. Perception of Teachers on the Effects of MDL on Pupil-Teacher and Learning Facilitators' Performance.

Weighted mean and standard deviation were used to describe the social effects of MDL.

### Problem No. 4. Difference among the respondent's perception of the effects of MDL when profile variables are considered.

Mann-Whitney U test. This was used to describe the significant difference among the respondent's perceptions of the effects of MDL when profile variables are considered.

### Problem No. 5. Significant difference among the perception of the respondents of the factors that contribute to the delivery of MDL based on profile variables

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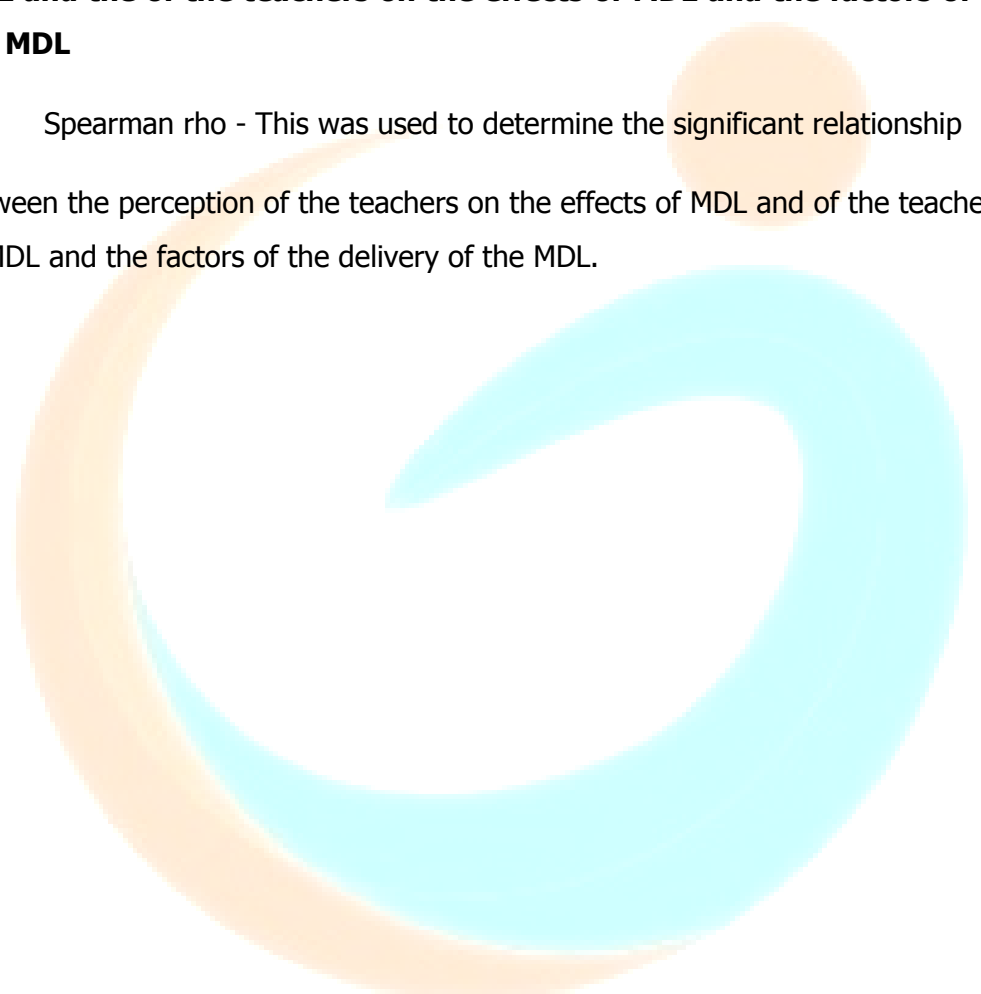


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Mann-Whitney U Test. This was used to determine the significant difference among the respondent's perception on the factors that contribute to the delivery of MDL based on profile variables

**Problem No. 6. Relationship between the perception of the teachers on the effects of MDL and the of the teachers on the effects of MDL and the factors of the delivery of the MDL**

Spearman rho - This was used to determine the significant relationship between the perception of the teachers on the effects of MDL and of the teachers on the effects of MDL and the factors of the delivery of the MDL.



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## Chapter 4

### PRESENTATION, ANALYSIS AND, INTERPRETATION OF DATA

This chapter presents the data gathered, the analysis, and the interpretation as revealed by the responses.

#### 1. The Profile of the Respondents

Table 1 presents the profile of the respondents in terms of sex. It is shown in the table that in terms of sex, there are 20.69% (n=6) male and 79.31% (n=23) female respondents. This result means that among the respondents, the female ones exceeded the males comprising 79.31% of the population.

From these findings, it can be deduced that female teachers have faced the challenges of the times as explained by Lederman (2020) in her study that teachers are going to be delivering education online and because of COVID-19, these teachers have been forced to use technology as they teach and learn. Further, this could also mean that female teacher who is more in numbers are able to embrace the new normal way of teaching.

**Table 1**  
**Profile of the Respondents in Terms of Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	6	20.69%
Female	23	79.31
<b>Total</b>	<b>29</b>	<b>100%</b>

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Table 2 presents the demographic profile of the respondents in terms of age. There are nine (9) respondents under the 36-40 years old bracket. It is followed by seven (7) teachers from the 26-30 years old bracket. The third in rank is six (6) teachers who are 25 years old and below. Three (3) teachers belong to the 31-35 years old bracket while there are two (2) teachers each for 46-50 years old and 51 years old and above.

These findings revealed that in teaching during the new normal, a portion of these teachers who have aged in the service are still teaching during the modular distance learning modality although those younger teachers also teach during this modality. Likewise, Abbang (2020) stressed that teachers from all walks of life should be utilizing the learning delivery modality based on their school's Basic Education Learning Continuity Plan.

**Table 2**  
**Profile of the Respondents in Terms of Age**

Age	Frequency	Percentage
25 years old and below	6	20.69%
26-30	7	24.14%
31-35	3	10.34%
36-40	9	31.03%
46-50	2	6.90%
51 years old and above	2	6.90%
<b>Total</b>	<b>29</b>	<b>100%</b>

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Table 3 presents the profile of the respondents in terms of civil status. It can be gleaned from the table that there are eighteen (18) teachers who are married while there are eleven (11) teachers who are single.

Based on the findings, there is a more married teacher than a single one among the respondents. This result means that married teachers are more interested to work as a teacher since they have a family to feed and provide for.

These results were not confirmed by Alipio (2020), who failed to mention civil status as a factor but more or less confirmed that more strategic planning and quality management mechanisms may affect quality learning

**Table 3**  
**Profile of the Respondents in Terms of Civil Status**

Civil Status	Frequency	Percentage
Single	11	37.93%
Married	18	62.07
<b>Total</b>	<b>29</b>	<b>100%</b>

Table 4 presents the profile of the respondents in terms of educational attainment. Nineteen (19) among the teachers are graduates of a Bachelor’s degree while there are nine (9) with Master’s Degree Units. There is one (1) with Doctoral Degree Units.

This finding could mean that there are more teachers who do not opt for a master’s degree and instead remained in their level of designation. However, this finding also means that there are teachers who have the desire to be developed professionally so they study.

These results can be relevant to the findings of Blazar (2016) that teachers had large effects on a range of students’ attitudes and behaviors in addition to their academic performance. These teacher effect estimates had moderate to strong predictive validity. Further, student

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outcomes were predicted by teaching practices most proximal to these measures and teachers who were effective at improving some outcomes. This result further negates that efficiency, not educational background makes better teachers.

**Table 4**

**Profile of the Respondents in Terms of Educational Attainment**

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelor's degree	19	65.52%
Master's degree units	9	31.03%
Doctorate degree units	1	3.45%
<b>Total</b>	<b>29</b>	<b>100%</b>

Table 5 presents the profile of the respondents in terms of length of service. It can be gleaned from the table that there are fourteen (14) teachers with 0-5 years of service. Eight (8) of them are 6-10 years while there are three (3) teachers with 16-20 years of service. This finding revealed that there are many new teachers in the field most of whom have 5-10 years of service.

From these findings, it is further revealed that the education field has attracted new members. Teachers, regardless of their length of service, are also encouraged to handle classes based on the learning delivery modality in the respective school learning continuity plan Capulso (2020)

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**Table 5**

**Profile of the Respondents in Terms of Length of Service**

<b>Length of Service (in years)</b>	<b>Frequency</b>	<b>Percentage</b>
0-5	14	48.28%
6-10	8	27.59%
11-15	1	3.45%
16-20	3	10.34%
21-25	1	3.45%
26-30	2	6.90%
<b>Total</b>	<b>29</b>	<b>100%</b>

**1. Effects of MDL on the Academic Performance**

Table 6 presents the overall academic performance of the students using the modular distance learning delivery modality. The results revealed that the academic performance in the different subjects taken as an average is very satisfactory (DepEd Order No. 8, s. 2015). This is supported by the weighted mean of 88.69 with a standard deviation (SD) of 5.25. The SD implies that the scores of the learners do not deviate very far from the mean.

**Table 6**

**Overall Academic Performance**

<b>Academic Achievement</b>	<b>Mean</b>	<b>Standard Deviation</b>
General Average	88.69	5.25

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Table 7 presents the effects of MDL on the academic performance of the students using the modular distance learning delivery modality across grade levels. The results revealed that the academic performance across grade levels is very satisfactory (DepEd Order No. 8, s. 2015). This is supported by the weighted mean of 89.50 (Grade 7), 87.75 (Grade 8), Grade 9 (89.00) and 88.50, (Grade 10). The SD implies that the scores of the learners do not deviate very far from the mean.

This result has implications on the study of Blazar (2016) who documented the relationship between individual teachers and students' performance, because of their self-efficacy, happiness in class, and behavior in class. It has implications for the relationship between domains of teaching practice and the set of student outcomes.

**Table 7**  
**Effects of MDL in Terms of Academic Achievement**

<b>Academic Achievement</b>	<b>Mean</b>	<b>Standard Deviation</b>
Grade 7	89.50	5.25
Grade 8	87.75	4.30
Grade 9	89.00	6.23
Grade 10	88.50	5.10

### **3. Perceived Effects of Modular Distance Learning on Pupil-Teacher-Learning Facilitators' Performances**

Table 8 presents the effects of modular distance learning in terms of pupil performance. It can be gleaned from the table that with regards to the effects of modular distance learning in terms of pupil performance, the grand mean obtained by all indicators of pupil performance is 2.96 (Strongly Agree)

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First in rank is that pupils are engaged in the subject matter with a weighted mean of 3.28. Second is followed by Pupils who can answer the activities in the module with 3.07 (Agree). Third in rank are the indicators 3 (There are positive results of summative tests) and 5 (Pupils' responses in the SLMs are correct) with a weighted mean of 2.97 (Agree). Last in rank is indicator 4 (Pupils are able to participate during online discussion) with a weighted mean of 2.52 (Agree).

From these findings, it can be argued that pupils have been engaged on the subject matter which is the reason why they have been doing well in answering all the activities. This engagement could also be the reason for the positive results in the summative tests since learners' responses have been corrected.

It can be deduced from these findings that pupils' performance has been positive during modular distance learning. It is important to note that Toscano et al. (2017) mentioned that every child has the right to high-quality education and as the society focused on online learning as a means to deliver instruction to students, this online learning actually helped the teachers, learners and, parents adopt effective and efficient platforms.

**Table 8**

Indicators	W.M.	V.I.	S.D.	Rank
1. Pupils are engaged in the subject matter.	3.28	SA	0.59	1
2. Pupils are able to answer the activities in the modules	3.07	A	0.37	2
3. There are positive Results of summative tests	2.97	A	0.33	3.5
4. Pupils are able to participate during online discussion	2.52	A	0.63	5

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5. Pupils' responses in the SLMs are correct.	2.97	A	0.50	3.5
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<b>Grand Mean</b>	<b>2.96</b>	<b>A</b>	<b>0.48</b>	
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### Effects of Modular Distance Learning in Terms of Pupil Performance

Table 9 presents the effects of modular distance learning in terms of teacher performance. The indicators of teacher performance got a grand mean of 3.62 (Strongly Agree). The indicators of teacher performance got a grand mean of 3.62 (Strongly Agree). First among the indicators of teacher performance is

Indicator No. 1 (The teacher has knowledge of the subject matter) with a weighted mean of 3.83 (Strongly Agree). Second is followed by Indicator No. 2 (The teacher has correct answers to difficult questions) with a weighted mean of 3.72 (Strongly Agree). Third in rank is Items No. 3 (The teacher knows the effects of teaching strategies for both online and modular approaches) and 5 (The teacher gets the answers to critical thinking questions) with a weighted mean of 3.55 (Strongly Agree). Indicator 4 (The teacher obtains the aims of his/her lessons) ranks the lowest with a weighted mean of 3.45 (Strongly Agree).

These findings reveal that as evidenced by the high grand mean of 3.62. The teachers' performance has been high with their knowledge of the subject matter and their correct answers to difficult questions. Apparently, teachers knew that there are effects their teaching strategies have on the approaches.

From these findings, it can be deduced that teacher performance during modular distance learning has been more than satisfactory.

These results are evidences of what Bagood (2020) cited that shifting to the teaching-learning delivery in schools, modular distance learning is made more challenging, in the delivery of basic quality education wherein the DepEd leaders have found avenues to solve the problems by capacitating its teachers and school head to become more effective in their fields. Thus, as

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front liners in the educational system, teachers have undergone various training and seminars to be more equipped in delivering better education amid the COVID-19 pandemic

**Table 9**  
**Effects of Modular Distance Learning in Terms of Teacher Performance**

Indicators	W.M.	V.I.	S.D.	Rank
1. The teacher has knowledge of the subject matter.	3.83	SA	0.38	1
2. The teacher has correct answers to difficult questions,	3.72	SA	0.45	2
3. The teacher knows the effects of teaching strategies for both online and modular approaches.	3.55	SA	0.57	3.5
4. The teacher obtains the aims of his/her lessons	3.45	SA	0.57	5
5. The teacher gets the answers to critical thinking questions.	3.55	SA	0.57	3.5
<b>Grand Mean</b>	<b>3.62</b>	<b>SA</b>	<b>0.51</b>	

Table 10 presents the effects of modular distance learning in terms of Learning Facilitator Performance. The indicators obtain a grand mean of 2.76 (Agree). First among the indicators of learning facilitator performance is Indicator No. 1 (Parents obtain the correct answer from the learner in the activities of the modules) with a weighted mean of 3.10 (Agree). Second in rank is Indicator No. 2 (Parents are able to get the aims of the lessons). Third is Indicator No. 3 (Parents enjoy the lessons too) with a weighted mean of 2.69 (Agree). Indicator No. 5 (Parents

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can provide Internet connectivity and gadgets to learners) rank fourth with a mean of 2.52 (Agree) and the last rank is obtained by Indicator No. 4 (Parents are not stressed by the lessons in the modules) with a weighted mean of 2.48 (Agree).

These findings reveal that one of the effects of modular distance learning is that parents are able to obtain correct answers as they also are able to understand the aims of the lessons. As a whole, learning facilitators are able to enjoy the lessons at one point.

From these findings, it can be summarized that with regard to the effects of modular distance learning on learning facilitators, the experience has been fruitful. As Ceniza (2020) had placed it, the Philippine Education System has to change to cater to the demands of the new generation. Likewise, Tria (2020) cited that the present COVID-19 pandemic has brought extraordinary challenges and had affected the educational sectors.

**Table 10**

<b>Indicators</b>	<b>W.M.</b>	<b>V.I.</b>	<b>S.D.</b>	<b>Rank</b>
1. Parents obtain the correct answer from the learner in the activities of the modules	3.10	A	0.62	1
2. Parents are able to get the aims of the lessons.	3.00	A	0.53	2
3. Parents enjoy the lessons too.	2.69	A	0.47	3
4. Parents are not stressed by the lessons in the modules.	2.48	A	0.51	5
5. Parents can provide Internet connectivity and gadgets to learners.	2.52	A	0.69	4
<b>Grand Mean</b>	<b>2.76</b>	<b>A</b>	<b>0.56</b>	

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## Effects of Modular Distance Learning in Terms of Learning Facilitator Performance

Table 11 presents the overall ranking of the effects of modular distance learning. The three effects get a grand mean of 3.13 (Agree) with the teacher performance as the first in rank with 3.62 (Strongly Agree). Pupil performance land second in rank with a weighted mean of 2.96 (Agree) and the last is obtain by learning facilitator performance, with a mean of 2.79 (Agree).

These results are also found by Almerio et al. (2020) and recommended the development of more robust strategy frameworks for positioning the current K-12 educational system to global and industry demands. Moreover, the results obtained in this study would aid stakeholders in overseeing strategies that would address current gaps in the K-12 educational system of the country.

**Table 11.**  
**Overall Ranking of the Effects of Modular Distance Learning**

General Indicators	W.M.	V.I.	S.D.	Rank
1. Pupil performance	2.96	A	0.48	2
2. Teacher Performance	3.62	SA	0.51	1
3. Learning Facilitator Performance	2.79	A	0.56	3
<b>Grand Mean</b>	<b>3.13</b>	<b>A</b>	<b>0.52</b>	

### 4. Test of Difference on the Perception of the Respondents as regards the Effects of MDL when Profile Variables are Considered

Table 12 presents the test of difference on the perception of the respondents as regards the effects of MDL when profile variables are considered. Mann-Whitney U test is used to test if

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there is a significant difference in the perception of the respondents (Table 14). The probability value method is employed to test the difference among the variables.

If the probability values are greater than the level of significance at  $p \leq 0.05$ . Therefore, there is no significant difference in the perception of the respondents on the effects of modular distance learning when profile variables are considered. This failed to reject the null hypothesis.

The results of this study can be reflected in the study of Toscano et al. (2017) who mentioned that every child has the right to high-quality education and that because of this mandate, society focused on online learning as a means to deliver instruction to students wherein the systems helped teachers focused on the essential aspects of teaching.

**Table 12**

**Test of Difference on the Perception of the Respondents as regards the Effects of MDL when Profile Variables are Considered**

<b>Demographic Profile</b>	<b>Test Statistic</b>	<b><i>p</i>-value*</b>	<b>Interpretation</b>	<b>Decision</b>
Sex	Mann-Whitney	0.168	Not significant	Failed to reject $H_0$
Age	Mann-Whitney	0.964	Not significant	Failed to reject $H_0$
Civil Status	Mann-Whitney	0.652	Not significant	Failed to reject $H_0$
Educational Attainment	Mann-Whitney	0.394	Not significant	Failed to reject $H_0$
Length of Service	Mann-Whitney	0.878	Not significant	Failed to reject $H_0$

*\*significant at  $p \leq 0.05$*

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## 5. Test of Difference on the Academic Performance of the Students Across Grade Levels

Table 13 presents the test of difference on effects of the MDL in terms of academic performance when grade levels are considered.

Mann-Whitney U test is used to test if there is a significant difference in the academic performance using modular learning delivery modality (Table 15). The probability value method is employed to test the difference among the variables.

The result shows lower probability values than the level of significance at  $p \leq 0.05$ . Therefore, there are significant differences in the academic performance of the students which thereby rejected the null hypotheses. It means that there are varying academic performances of the students across grade levels.

As reflected in the study of De Villa and Manalo (2020) there were three core themes related to preparation namely gathering resources and establishing practices, profiling learners, and capacity building for continuous learning and development. As indicated in the results of the study, these themes were related to challenges such as complexity of assessment, difficulty in instructional delivery and the digital device; and five core themes related to coping mechanisms which include positive well-being, time management, openness to change, peer mentoring, and collaboration, all related to academic performances of pupils.

**Table 13**

### Test of Difference on the Perception of the Respondents as regards the Factors Contributing to the Delivery of MDL when Profile Variables are Considered

Variables	Test Statistic	<i>p</i> -value*	Interpretation	Decision
Grade Level	Mann-Whitney	0.035	Significant	Reject $H_0$

*\*significant at  $p \leq 0.05$*

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**6. Test of Relationship Between the Perception of the Respondents on the Effects of MDL and the Factors that Contribute to Its Delivery**

Table 14 presents the test of the relationship between the perception of the respondents on the effects of MDL and the factors that contribute to its delivery.

The results of the correlation test using Pearson r reveal that there is a significant relationship between the perception of the respondents in the effects of modular distance learning and the contributory factors related to its implementation. The  $p$ -value is 0.003 which rejects the null hypothesis.

These results can be seen in the situation as corroborated by Ceniza (2020) who mentioned that the Philippine Education System has to change to cater to the demands of the new generation which is through the use of the internet and other technologies.

**Table 14**  
**Test of Relationship Between the Perception of the Respondents on the Effects of MDL and the Factors that Contribute to Its Delivery**

<b>Variables</b>	<b><math>p</math>-value*</b>	<b>Interpretation</b>	<b>Decision</b>
Effects of MDL	0.003	Significant	Reject $H_0$
Factors Contributing to the Delivery			

*\*significant at  $p \leq 0.05$*

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## 7. Proposed strategies to enhance the teaching practices on Modular Distance Learning

### Enhancement Strategy On Modular Distance Learning at Matabungkay National High School, Lian Batangas

Quarter	Topic	MELC	Enhancement Strategies on MDL
1	Types of Plate Boundaries	<b>-MELC NO.2</b> Describe the different types of plate boundaries	Learning Task 1-Reciprocal teaching strategy Learning Task 2- Interdisciplinary teaching Strategy Learning Task 3- Convergent Teaching strategy
2	Qualitative Characteristics (Orientation, Type, and Magnification) of Images Formed by Mirrors	<b>-MELC NO.9</b> Predict the qualitative characteristics (orientation, type and magnification) of images formed by plane and curved mirrors and lenses.	Learning Task 1- Direct Instruction/Peer Teaching strategy Learning Task 2- Direct Instruction/ Peer Teaching strategy Learning Task 3-Direct Instruction/ Peer Teaching strategy

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3	Feedback Mechanisms Involved in Regulating Processes in the Female Reproductive System.	<b>-MELC NO.12</b> Explain the role of hormones involved in the female and male reproductive system	Learning Task 1-Thinking Skills Learning Task 2- Graphic organizer Learning Task 3- Differentiated Instruction
4	Properties of Gases	<b>-MELC NO.21</b> Investigate the relationship between: 1. Volume and pressure at a constant temperature. 2. Volume and temperature at a constant pressure of a gas. 3.Explain these relationships using the kinetic molecular theory	Learning Task 1 -Activity Based/Thinking skills Learning Task 2- Activity Based/ Thinking skills Task 3- Activity Based/Thinking skills Video Lesson

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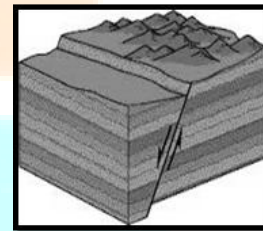
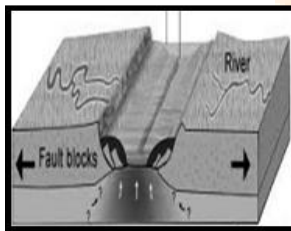
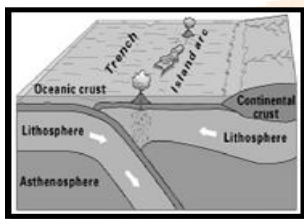
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**Enhancement Activities On Modular Distance Learning at Matabungkay National High School, Lian Batangas**

**Quarter 1.**

**Topic:** Types of Plate Boundaries

**MELC-2.** Describe the different types of plate boundaries.

**Learning Task 1:** Study pictures A to C. Describe each of them.



Reread again the pages of this module to help you create an answer. Write your answer in your notebook. Describe each figure. How does each figure differ? How are the Figures similar? What did you notice with the spaces in between the two plates?

**Learning Task 2**

Direction: The map below shows the major tectonic plates that make up the earth's lithosphere and its directions in which they are moving. Identify by encircling whether the following pair of tectonic plates exhibit movement in CPB if convergent plate boundary, DPB for divergent plate boundary and TFB for transform plate boundary.

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CPB DPB TFB 1. South American Plate and the African Plate

CPB DPB TFB 2. Indian Plate and Eurasian Plate

CPB DPB TFB 3. Nazca Plate and South American Plate

CPB DPB TFB 4. Antarctic Plate and Pacific Plate

CPB DPB TFB 5. Pacific Plate and Australian Plate

CPB DPB TFB 6. North American Plate and Pacific Plate

CPB DPB TFB 7. Pacific Plate and Nazca Plate

CPB DPB TFB 8. Eurasian Plate and North American Plate

CPB DPB TFB 9. Philippine Plate and Eurasian Plate

CPB DPB TFB 10. Cocos Plate and Caribbean Plate

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### Learning Task 3.

Choose the letter of the correct answer.

1. Which of the will form when two tectonic plates are moving toward each other?

- A. convergent B. divergent C. tectonic D. transform

2. Nazca plate and South American plate is an example of what plate boundary?

- A. convergent B. divergent C. tectonic D. transform

3. What type of plate boundary formed if two plates moved away from each other?

- A. convergent B. divergent C. tectonic D. transform

4. What type of plate boundary exists in two sliding plates?

- A. convergent B. divergent C. tectonic D. transform

5. What type of plate boundary exists on a certain island if you can find rift valley?

- A. convergent B. divergent C. tectonic D. transform

Reference: Science Learners Material, PIVOT 4A Learner's Material

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## Quarter 2-

**TOPIC:** Qualitative Characteristics (Orientation, Type, and Magnification) of Images Formed by Mirrors

**MELC NO.9** Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses.

### Learning Task 1: Image in a Plane Mirror

1. Stand in front of a plane mirror. Is your image exactly the same in size as you are? Where it is apparently found?

2. Raise your left hand. What hand does your image raise?

3. Is your image erect or inverted? Is it real or virtual?

(A real image is an inverted image; a virtual image is an erect image.)

### Learning Task 2: Mirror Left-Right Reversal

Using the following, alphabet chart is written on a piece of paper and a plane mirror, do the following:

1. Place the alphabet chart in front of the plane mirror. Identify all capital letters in the alphabet that can be read properly in front of the mirror.

2. Write at least 3 words (all in capital letters) that can be read properly both with a mirror and without a mirror in front of it.

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## Questions:

1. What are the letters of the alphabet (in capital) that can be read properly in front of a mirror?
2. Think of words (in capital letters) that can be read properly both with a mirror and without a mirror. What are these words?
3. Write the sentence below on a clear sheet of paper in such a way that it can be read properly in front of a mirror:

## Learning Task 3

Image in spherical mirrors

1. Get a shiny metallic spoon. This can serve as your mirror.
2. Look at the concave (inside part) surface of the spoon. Place the mirror very near your face. Describe your image.
3. Bring the spoon an arm's length distance away from you. Describe your image.
4. Look now at the convex (outside part) surface of the spoon. Observe your image as you bring the spoon farther from you. Describe your image.

Reference: Science Learners Material, PIVOT 4A Learner's Material

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## Quarter 3 -

**TOPIC:** Feedback Mechanisms Involved in Regulating Processes in the Female Reproductive System.

**MELC NO.12** Explain the role of hormones involved in the female and male reproductive system

### Learning Task 1

A. Fact or Myth: Let's debunk some common sex hormones myths and facts. Tell whether the statement is a FACT or a MYTH.

1. Hormones such as Testosterone, helps the germ cells divide and change several times and gradually turn into spermatids or young sperm cells.
  2. Testosterone is the male hormone, so it's only for males.
  3. Estrogen is the only hormone I need to worry about menopause.
  4. Without estrogen, females are at risk for weak bones later in life
  5. Progesterone is less important than estrogen which is the "Queen" hormone
- Hormonal Disorders Awareness

### Learning Task 2

Make a graphic organizer /concept map about the Role of Hormone on Male and Female Reproductive System.

Direction: Choose only ONE TASK from the following choices:

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- Create a multimedia presentation focusing in the effect of particular hormone in the body if properly regulated.
  - Make a slogan/poster on the effect of particular hormone in the body
  - Compose a song with lyrics focusing on the effects of a hormone on the development of the organism
  - Compose a poem focusing on the effects of a hormone on the development of the organism

Reference: Science Learners Material, PIVOT 4A Learner's Material

## Quarter 4 -

**TOPIC:** Properties of Gases

**MELC NO.21-MELC NO.21**

Investigate the relationship between:

1. Volume and pressure at a constant temperature.
2. Volume and temperature at a constant pressure of a gas.
3. Explain these relationships using the kinetic molecular theory

Investigate the relationship between:

1. Volume and pressure at constant temperature.

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2. Volume and temperature at constant pressure of a gas.
3. Explain these relationships using the kinetic molecular theory

## ACTIVITY SHEET: GETTING TO KNOW GASES

### A. Gases and Its mass

Weigh Me!

Materials:

Ruler      Thread/string      Balloons

Procedure

1. Find the center of mass of the ruler
2. Tie a thread at the center of the ruler.
3. Hang to check the ruler is balanced.
4. Use a tape so that the thread remains fixed at the center.
5. Make a stand and fixed the weight balance.
6. Fix two equally inflated balloons at two ends of the weight balance. What did you observe?
7. Make a small cut into the balloon. What happens to the balloon?

How will you prove that air has mass?

1. Is the mass of the deflated balloon different from the mass of the inflated balloon?

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2. Which is heavier, the inflated or the deflated balloon? Why?

3. What can you infer from this activity?

## B. Gases and its Volume

### Volume.... Volume....

Materials:

Food coloring

Tissue paper

Plastic funnel

Sharpened pencil

Clay

Tap water

Plastic bottle

Pitcher

Felt- tip pen

Paper towels

Procedure

1. Put the funnel on the mouth of the plastic bottle.

What do you think will happen if you pour water on the funnel?

2. Pour the water into the bottle.

3. Bring back the water on the pitcher, dry the mouth of the bottle.

4. Place the funnel on the mouth of the bottle and place the clay around the funnel to tightly seal the mouth of the bottle making sure there are no air holes on the clay.

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5. Quickly pour the water into the funnel continue pouring water until the water stops flowing.

What did you observe? Why isn't there room for all the water in the bottle?

6. Poke a hole on the clay and hold the tissue paper in front of the neck of the bottle.

What did you observe?

1. What do you think will happen if you pour water on the funnel?
2. After putting the clay on the mouth of the bottle, What happens when you pour water into the funnel? Did the water flow freely?
3. What can you infer from the activity?

## B. Gases and its temperature

### Wake me up!

Materials:

- |            |                    |
|------------|--------------------|
| 2 balloons | 1 - 1.5 bottles    |
| 2 basins   | Hot and cold water |

Procedure:

1. Place cold water in a basin and another basin with hot water
2. Place a balloon on the mouth of a bottle.

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## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND, RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions and recommendations derived from this study.

#### Summary of Findings

##### 1. The Profile of the Respondents

**1.1. Sex.** In terms of sex, there were 20.69% (n=6) male and 79.31% (n=23) female respondents. This result means that among the respondents, the female ones exceeded the males comprising 79.31% of the population.

**1.2. Age.** There were nine (9) respondents under the 36-40 years old bracket. It was followed by seven (7) teachers from 26-30 years old bracket. The third in rank was six (6) teachers who are 25 years old and below. Three (3) teachers belong to the 31-35 years old bracket while there were two (2) teachers each for 46-50 years old and 51 years old and above.

**1.3. Civil Status.** There were eighteen (18) teachers who were married while there were eleven (11) teachers who were single.

**1.4. Educational Attainment.** Nineteen (19) among the teachers are graduates of a Bachelor's degree while there were nine (9) with Master's Degree Units. There was one (1) with Doctoral Degree Units.

**1.5. Length of Service.** There are fourteen (14) teachers with 0-5 years of service. Eight (8) of them had 6-10 years while there were three (3) teachers with 16-20 years' service.

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## 2. Effects of MDL on the Academic Performance

2.1 With regards to the overall academic performance of the students using the modular distance learning delivery modality, the academic performance in the different subjects taken as an average is very satisfactory (DepEd Order No. 8, s. 2015) which was supported by the weighted mean of 88.69 with a standard deviation (SD) of 5.25.

2.2 With regards to the effects of MDL on the academic performance of the students using the modular distance learning delivery modality across grade levels, results revealed that the academic performance across grade levels was very satisfactory (DepEd Order No. 8, s. 2015) which was supported by the weighted mean of 89.50 (Grade 7), 87.75 (Grade 8), Grade 9 (89.00) and 88.50 (Grade 10).

## 3. Perceived Effects of Modular Distance Learning on Pupil-Teacher-Learning Facilitators' Performances.

With regards to the effects of modular distance learning in terms of pupil performance, the grand mean obtained by all indicators of pupil performance was 2.96 (Strongly Agree). First in rank was that pupils were engaged on the subject matter with a weighted mean of 3.28. It was followed by Pupils can answer the activities in the module with 3.07 (Agree). The third in rank were the indicators 3 (There were positive results of summative tests) and 5 (Pupils' responses in the SLMs were correct) with a weighted mean of 2.97 (Agree). Last in rank was indicator 4 (Pupils are able to participate during online discussion) with a weighted mean of 2.52 (Agree).

With regard to teacher performance, the indicators of teacher performance got a grand mean of 3.62 (Strongly Agree). First among the indicators of teacher performance was Indicator No. 1 (The teacher has knowledge of the subject matter) with a weighted mean of 3.83 (Strongly

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Agree). It was followed by Indicator No. 2 (The teacher has correct answers to difficult questions) with a weighted mean of 3.72 (Strongly Agree). Third in rank was Items No. 3 (The teacher knows the effects of teaching strategies for both online and modular approaches) and 5 (The teacher gets the answers to critical thinking questions) with a weighted mean of 3.55 (Strongly Agree). Indicator 4 (The teacher obtains the aims of his/her lessons) ranked the lowest with a weighted mean of 3.45 (Strongly Agree).

In terms of Learning Facilitator Performance, the indicators obtained a grand mean of 2.76 (Agree). First among the indicators of learning facilitator performance was Indicator No. 1 (Parents obtain the correct answer from the learner in the activities of the modules) with a weighted mean of 3.10 (Agree). Second in rank was Indicator No. 2 (Parents are able to get the aims of the lessons). Third was Indicator No. 3 (Parents enjoy the lessons too) with a weighted mean of 2.69 (Agree). Indicator No. 5 (Parents can provide Internet connectivity and gadgets to learners) ranked fourth with a mean of 2.52 (Agree) and the last rank was obtained by Indicator No. 4 (Parents are not stressed by the lessons in the modules) with a weighted mean of 2.48 (Agree).

The overall ranking of the effects of modular distance learning. The three effects got a grand mean of 3.13 (Agree) with the teacher performance as the first in rank with 3.62 (Strongly Agree). Pupil performance landed second in rank with a weighted mean of 2.96 (Agree) and the last was obtained by learning facilitator performance, with a mean of 2.79 (Agree).

#### **4. Test of difference on the perception of the respondents as regards the effects of MDL when profile variables are considered.**

Mann-Whitney U test was used to test if there is significant difference in the perception of the respondents (Table 14). The probability value method is employed to test the difference among the variables. All the probability values are greater than the level of significance at  $p < 0.05$ .

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## 5. Test of Difference on the Academic Performance of the Students Across Grade Levels

The result showed lower probability values than the level of significance at  $p < 0.05$ . Therefore, there is significant differences in the academic performance of the students which thereby rejected the null hypotheses. It means that there are varying academic performances of the students across grade levels.

## 6. Test of Relationship Between the Perception of the Respondents on the Effects of MDL and the Factors that Contribute to Its Delivery

The results of the correlation test using Pearson  $r$  revealed that there is a significant relationship between the perception of the respondents on the effects of modular distance learning and the contributory factors related to its implementation. The  $p$ -value was 0.003 which rejects the null hypothesis.

## 7. Proposed strategies to enhance the teaching practices on Modular Distance Learning

The ways to enhance the teaching practices on modular distance learning. First, the teachers have to enhance their teaching styles for distance learning. This is because the teachers need to adjust to the needs of modular distance teaching. Second, the teachers need to focus on active learning, wherein in active learning, students learn as they encounter the lessons. Third, lessons have to be presented in chunks, not as whole learning. Fourth, teachers need to embrace technology because it is in technology that teachers are able to see the teaching through and without it, schools will be in closure. Moreover, the teachers have to do readiness checks and regular assessments because they need to see what is happening. Lastly, the teachers have to

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reach out to others, whether for asking for help or for collaborations to make the job a little easier.

## Conclusions

From the foregoing findings, the following conclusions are drawn:

1. Among the respondents, the female ones exceed the males with more females facing the challenges of the time; part of those teachers who have aged in the service are still teaching during the modular distance learning modality although those younger teachers also teach during this modality. There are more married teachers than single ones among the respondents giving the clue that married teachers are more interested to work as a teacher since they have a family to feed and provide for. Likewise, there are more teachers who do not opt for a mastering degree and instead remained at their level of designation, which also means that there are teachers who have the desire to be developed so they study. Moreover, there are many new teachers in the field most of whom have 5-10 years of service, which could say that the education field has attracted new members.

2. The academic performance across grade levels as well as the overall academic performance has been very satisfactory.

3. The pupils have been engaged on the subject matter which is the reason why they have been doing well in answering all the activities. This engagement could also be the reason for the positive results in the summative tests since learners' responses have been correct. Pupils' performance has been positive during modular distance learning. Teacher performance during modular distance learning has been more than satisfactory. With regards to the effects of modular distance learning to learning facilitators, the experience has been fruitful.

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4. There is no significant difference in the perception of the respondents on the effects of modular distance learning when profile variables are considered. This failed to reject the null hypothesis.

5. There is no significant difference in the perception of the respondents on the effects of modular distance learning when profile variables are considered. This failed to reject the null hypothesis.

6. There is a significant relationship between the perception of the respondents on the effects of modular distance learning and the contributory factors related to its implementation. The p-value was 0.003 which rejects the null hypothesis.

7. The content enhancement activities are results-based to enhance the students' performance and teaching practices on modular distance learning.

## Recommendations

From the foregoing conclusions, the recommendations below are advised:

1. Teachers should be empowered on learning delivery modality regardless of age, sex, educational attainment, civil status and, length of service.

2. Teachers who are facilitators of learning have to see for themselves and examine the teaching modality so that they can do something to better provide access and meaningful delivery of the lesson.

3. The school administration should encourage teachers to provide learners with a more positive learning environment through the help and support extended to parents.

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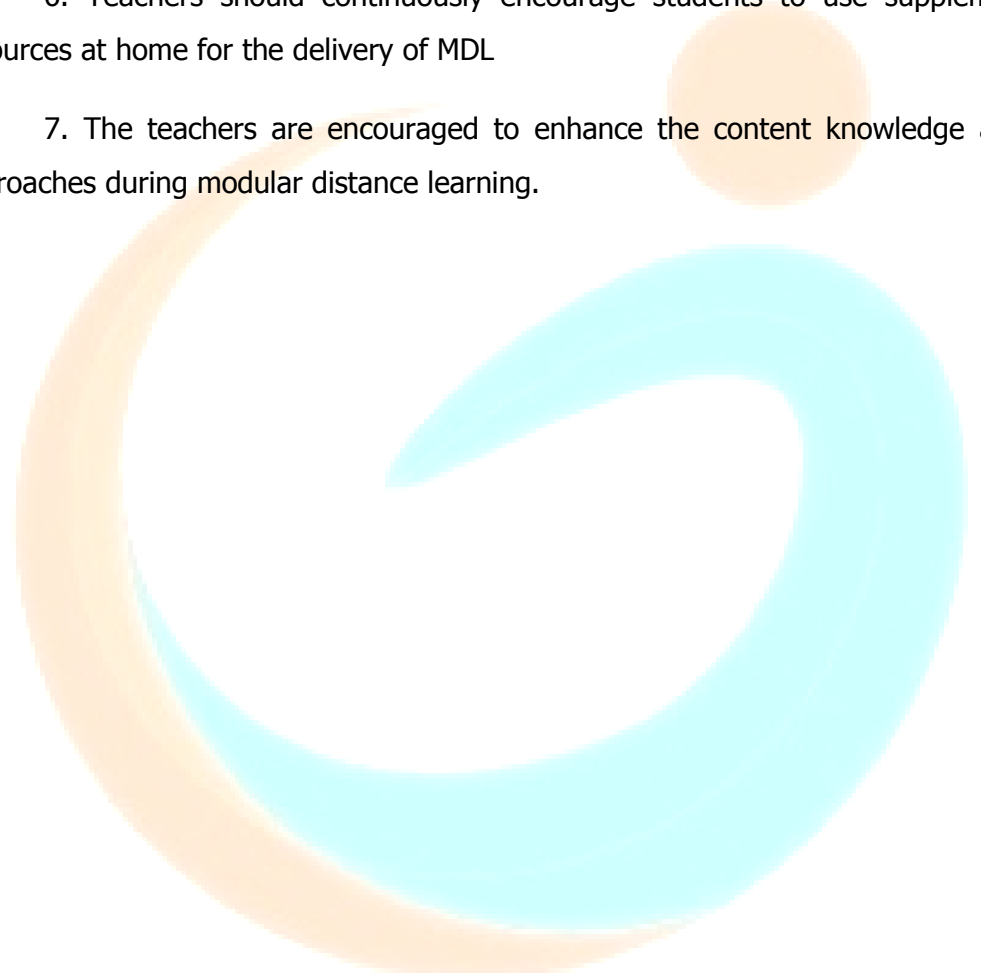
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4. Communications between parents, pupils and, teachers have to be channeled positively and, conveniently for positive learning outcomes.

5. Parents must learn to deal positively with modular distance learning making it a point to remember that this situation is not permanent.

6. Teachers should continuously encourage students to use supplementary learning resources at home for the delivery of MDL

7. The teachers are encouraged to enhance the content knowledge and pedagogical approaches during modular distance learning.



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