

# Implementation of Modular Distance Learning Delivery And Performance of the Multigrade Pupils In Filipino

MARITES A. MARTINEZ

Teacher III

Western Leyte College

Master of Arts in Education

Major in Filipino

[maritesmartinez89@gmail.com](mailto:maritesmartinez89@gmail.com)

**Abstract** — This study aimed to determine the Extent of Implementation of the Modular Distance Learning Delivery Modality to the performance of the Multi-grade pupils in Filipino. The findings of the study served as a basis of a proposed Improvement plan. This study used the Correlational survey method of research to determine the relationship of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. the test of relationships between the extent of the Implementation of the Modular Distance Learning Modality Delivery and the performance of the Multi-grade pupils (Grade 1 & 2) in Filipino subjects. This table shows how the performance of the learners related to the implementation of the DLDM, it reveals that the computer  $r$  which is equal to 0.62 which is lower than the computed  $t$  value of 1.813 in relation to the table value @ 0.5 which in this case, there was a significant strong relationship between the aforementioned variables and the hypothesis which states that there is no significant relationship between the extent of implementation of the Modular distance learning delivery modality to the performance of the Multi-grade pupils in Filipino is rejected.

The results in table 3 regarding the relationship between the implementation of the DLDM vis a vis to the learners performance in Filipino are strongly related with each other which implied that the implementation of the Modular Distance Learning Delivery is really giving positive impact to the performance of the school specifically on the performance of the multi-grade learners in Filipino. In other words if the learners will continue adopting the different learning modality implemented by the school there are tendencies that the performance of the learners will still positively good in relation to the their skills. This results is due to the proper implementation of the modality in which before it was implemented, everyone are aware on what are happening in the community, meaning, the stakeholders both in the internal and external stakeholders. Since the school are currently focusing the printed modular distance learning approach in the delivery of the most essential learning competencies, what the teachers did is that they made an assurance that all the self- learning modules are quality assured before it was distributed to the field so that teachers can give proper technical assistance if ever the parents or guardians have something to be clarified in each and every modules assigned.

**Keywords** — *Modular Distance Learning Delivery, Performance in Filipino; Multi-grade Pupils*

## **I. Introduction**

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

The full-scaled implementation of module-based teaching method has been unprecedented, if not in the history of our country's Elementary Education, at least in the history of our Elementary School District. This abrupt and dramatic transition of educational approach has led many, teachers and parents alike, to question whether our school, and the Elementary Education System as a whole, is still capable of sustaining its commitment to deliver high quality education. What does this mean to elementary students (who, more than all the other age-bracket groups, need the conventional in-person teaching method for they are much more challenging to facilitate given the degree of their incivility and irrationality) is unclear. There is also a question of social and psychological effects in the long term to children now that it has been put in place.

To shed a light to some of these consequential questions, we need to be able to understand the nuances behind this method and to also be able to draw a clear boundary between the things it can and cannot do. My initial assumption is that it can do some things and address some problems but that, just like the vast majority of insightful ideas, it will still leave many teaching gaps unfilled and unaddressed. Ethical responsibility and rationality require that we outline each and every one of those components, salvage all the benefits that we can extract out of them, and then employ mitigation plan to variables the modular method cannot intrinsically sufficiently managed until a new approach is identified that will extensively resolve other problems. With the aforementioned details, the researcher is greatly motivated to focus on his study on the modular Distance Learning Delivery and its effect to the performance of teachers.

Nine (9) months have passed since the aforementioned method's first promulgation but it is still not clear (I am speaking from the perspective of the teachers in our district). If we have already exhausted enough materials and intellectual resources in regard to the improvement of the approach to be able to formulate a comprehensive analysis of the subject matter. Despite this, I do think that we can still develop a reasonable assessment that will give us a good view of the parts of the teaching performance that has been amplified and the parts that has been undermined by

conducting another careful study that uses rigorous measurements based on the data collected from local teachers in our district. This research should focus on the analysis of the components of the method and their direct relationship to the specific academic and psychological goals tied to the general skills of individual teachers. From there, we can start a new and we can focus on more realistic goals which are the basis of all performance measurement.

The most critical feature of any performance measurement is its ability to record reliable and complete data that accurately represents the performance of the designated participants. We have a quite good evidence, both anecdotal and empirical, that shows the serious unreliability of modular method to measure students' academic progress. More often than not, parents and guardians alike, take it upon themselves the task of answering questionnaires, for various reasons, rather than letting their children perform by themselves. The existence of this problem alone can be logically construed as an indication of the lack of children's active academic participation. And worst, it could be a deeply disturbing warning sign that either the children have completely stopped learning things or they are learning so little now compared to the times when they were still attending school classes. My own estimate is that the average threshold performance of many elementary students in our school, Grade 1's and 2's in particular, fell by over 50%.

The role of parents in modular activities cannot be understated for this kind of method inherently requires an active, competent, and skilled facilitator if it is to generate promising results. Not to mention the fact that children need constant follow-up and reiteration which can only be done if parents can spend enough quality hours administering activities. Many parents do not have the kind of competence, persistency, and resources the teaching and facilitating task demand to accomplish an academic goal. The sort of problems I just outlined will continue to punish children more if not address correctly and with urgency.

With all the premise mentioned above, the researcher is eager to focus her study on the implementation of the modular Distance Learning Modality and its effect to the performance of teachers.

This study aimed to determine the relationship between the implementation of the Modular Distance Learning Delivery to the Performance of MULTIGRADE PUPILS IN FILIPINO ENROLLED IN SY 2021-2022 IN SCHOOL. . The findings of the study served as a basis of a proposed Intervention plan.

Specifically, this study sought to answer the following questions.

1. What is the extent of the modular learning delivery modality of the elementary school teachers in times of pandemic IN TERMS OF:
  - 1.1 Content Knowledge and Pedagogy;
  - 1.2 Learning Environment and Diversity of Learners;
  - 1.3 Curriculum and Planning
  - 1.4 Assessment and Reporting

2. What is the performance of the Multi-grade pupils?
3. Is there a significant relationship between the modular distance learning delivery and performance of the Multi-grade pupils?
4. What intervention plan can be proposed based on the findings of the study?

#### Null Hypothesis

There is no significant relationship in the implementation of modular Distance Learning Delivery and performance of multigrade pupils in Filipino.

## II. Methodology

**Design.** This study utilized the descriptive-correlational type of research design in gathering the responses employing the quantitative and qualitative approaches. Villahermosa Elementary School is the main locale of the study. The Multi-grade pupils particularly in Grade 1 Grade 2 are the main respondents of the study and the data based. The instrument used in the study was the tool based on Regional Memorandum No. 367 s. 2020 (Enhancement of the Monitoring and Supervision Tools for Curriculum Implementation Division (CID) Chiefs, Education Program Supervisors (EPSs), Public School District Supervisors (PSDs) School Heads (SHs) and Teachers. This tool is used to respond the challenge of establishing an adaptable and workable system monitoring and supervision in this time of pandemic. This tool were based on the Key Result Areas (KRAs) of each position and aligned with the implementation of the learning continuity Plan. Second tool used in the study was the Self-Learning Modules activity sheets based on the most essential learning competencies.; Proposed Improvement Plan based on the findings of the study.

**Sampling.** There are 33 students and teachers who are included in the study and the primary means of reach is through Facebook account through messenger as well as face to face if necessary.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal was sought. The researcher immediately conduct an orientation to the teachers who conducted the survey. The research instrument were administered to the identified respondents. Then the researcher used the tool of the teachers based on the Regional Memorandum No. 367 s. 2020 (Enhancement of the Monitoring and Supervision Tools for Curriculum Implementation Division (CID) Chiefs, Education Program Supervisors (EPSs), Public School District Supervisors (PSDs) School Heads (SHs) and Teachers at the same time the teacher-researcher also gathered data on the performance of the Grade 1 & 2 pupils through the scores gained by the learners from the answered modules. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the students and the teachers was done separately.

**Treatment of Data.** the implementation of the Modular Distance Learning Delivery to the Performance Of Multigrade Pupils In Filipino Enrolled In Sy 2021-2022 In School on the area focused was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). Coefficient of Contingency. This method used to calculate the responses of the respondents based on the survey questionnaire given.

### III. Results and Discussion

Table 1  
EXTENT OF IMPLEMENTATION ON THE MODULAR DISTANCE LEARNING MODALITY

Indicators		Weighted Mean	Interpretation
I.	Content Knowledge and Pedagogy	3.00	Very Good
II.	Learning Environment and Diversity of Learners	2.83	Good
III.	Curriculum and Planning	3.00	Very Good
IV.	Assessment and Reporting	2.80	Good
V.	Plus Factor	2.83	Good
<b>Grand Mean</b>		<b>2.89</b>	<b>Good</b>

Table 1 shows the pre-test performance in reading of the Grade 4 pupils before the integration of Blended Learning Approach during the delivery of the competencies. The table 1 showcasing the results by presenting the score as well as the corresponding level of performances based of what specific score range do they belong. Based from the results in table 1, majority of the multi-grade teachers are affirming that the implementation of the modular distance learning modality delivery is really in good performance ion which the indicators particularly on the Content Knowledge and Pedagogy has a weighted mean of 3.00 and interpreted as Very good which is the same results in the other indicator which is focus on the curriculum and planning. On the other hand, in the Learning Environment and Diversity of Learners, the weighted mean is 2.83 gained by the multi- grade teachers and interpreted as Good which is the same weighted mean on the plus factor. Lastly, on the Assessment and reporting, the teachers gained only 2.80 which is also the lowest weighted mean among the five (5) presented indicators on the implementation of

the Modular Distance Learning Modality.

The results in table 1 regarding the implementation of the modular distance learning modality delivery in relation to the performance of the Multi-grade pupils in Filipino implied that the implementation of the DLDM is already absorbed by the multi-grade teachers considering that the average weighted mean is equal to 2.89 and interpreted as Good, meaning, on the area where the teachers delivered the different learning competencies is already quite good because the response of the learners is quite good also which somehow gave a positive performance in terms of their scores on the Self-Learning Modules and or Learners Activity Sheets. Another thing also in which they were gained a good performance because there was a good or strong linkage between the internal and external stakeholders which means that whatever plans implemented and to be implemented by the school in this time of pandemic. Another premise on the good performance gained by the teachers is that during the assessment of Learning and Reporting, this area also connotes good result because the feedback of the multi-grade pupils (grade 1 and Grade 2) together with the parents really doing their best to submit their output on the given period of time which means that as the time the teachers gave the self-learning modules the learners done it very well through the support of their parents and guardian.

**Table 2**  
**ACADEMIC PERFORMANCE OF MULTIGRADE PUPILS IN FILIPINO**

RANGE	DESCRIPTOR	FREQUENCY	PERCENTAGE
90-100	OUTSTANDING	1	3
85-89	VERY SATISFACTORY	11	33
80-84	SATISFACTORY	16	48
75-79	FAIRLY SATISFACTORY	5	16
BELOW 75	DID NOT MEET EXPECTATION	0	0
TOTAL		33	100

Table 2 shows the academic performance of the Multi-grade pupils (Grade 1&2) during the implementation of the Modular Distance learning Delivery Modality. This data in table 2 revealed the performance rating of the Multi-grade pupils in Filipino based on the cumulative assessment gained from the worksheets they received from the teachers particularly in Filipino subject. On the performance ranging from 90 to 100, among the 33 total number of respondents selected in this study, there was only one (1) or 3 percent who gained the Outstanding Level of performance while in the Very satisfactory level with the score ranging from 85-89, there were 11 number of respondents or 33 percent while on the satisfactory level of performance there were sixteen (16) number of respondents out from the 33 total number of respondents while on the fairly satisfactory level there only 5 respondents or 16 percent and none from the area below 75 or did not meet expectation or zero (0) percent.



The results in table 2 focusing on the Academic Performance of Multi-grade pupils in Filipino in the implementation of the Modular Distance Learning Modality Delivery is considerably good in the sense that majority of the learners gained satisfactory and very satisfactory respectively. During the implementation of the Modular Distance Learning Modality, it was evident that despite of the fact that this time is really challenging times, our teachers are really doing their best to cope with all the challenges they are facing in delivering the most essential learning competencies and answered the issues and concerns brought about by the different stakeholders in this time of pandemic, thus, the learners also are giving their best effort to comply their modules for a given time through the assistance and close monitoring of their parents and or guardians.

**Table 3**  
**TEST OF RELATIONSHIPS BETWEEN EXTENT OF IMPLEMENTATION AND**  
**PERFORMANCE OF MULTIGRADE STUDENTS**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of Implementation and Performance of Multigrade Students	0.62	1.813	0.224	Reject Ho	Significant Relationship <i>(Strong Positive Relationship)</i>

Table 3 shows the test of relationships between the extent of the Implementation of the Modular Distance Learning Modality Delivery and the performance of the Multi-grade pupils (Grade 1 & 2) in Filipino subjects. This table shows how the performance of the learners related to the implementation of the DLDM, it reveals that the computer r which is equal to 0.62 which is lower than the computed t value of 1.813 in relation to the table value @ 0.5 which in this case, there was a significant strong relationship between the aforementioned variables and the hypothesis which states that there is no significant relationship between the extent of implementation of the Modular distance learning delivery modality to the performance of the Multi-grade pupils in Filipino is rejected.

The results in table 3 regarding the relationship between the implementation of the DLDM vis a vis to the learners performance in Filipino are strongly related with each other which implied that the implementation of the Modular Distance Learning Delivery is really giving positive impact to the performance of the school specifically on the performance of the multi-grade learners in Filipino. In other words if the learners will continue adopting the different learning modality implemented by the school there are tendencies that the performance of the learners will still positively good in relation to the their skills. This results is due to the proper implementation of the modality in which before it was implemented, everyone are aware on what are happening in

the community, meaning, the stakeholders both in the internal and external stakeholders. Since the school are currently focusing the printed modular distance learning approach in the delivery of the most essential learning competencies, what the teachers did is that they made an assurance that all the self- learning modules are quality assured before it was distributed to the field so that teachers can give proper technical assistance if ever the parents or guardians have something to be clarified in each and every modules assigned.

#### **IV. Conclusion**

Based from the findings of the study, the extent of the implementation of the Modular Distance Learning Delivery modality could enhance the performance of the multi-grade pupils in Filipino.

#### **V. Recommendations**

1. The proposed improvement plan should be used.
2. Based from the results of the study, the teachers should always follow the norms in implementing the Modular Distance learning Delivery Modality in order to continually motivates the community specially the learners to learn the subjects.
3. Teachers should identify the best practices of the school during the implementation of the modular distance learning delivery modality focused on the enhancing the performance of the learners in order to improve or maintain the academic performance of the pupils, furthermore, they should asked the effectiveness of the specific strategy they apply to find continuous improvement on the performance of the learners.
4. The teacher should try different learning strategies stipulated in the DepEd Memorandum to validate what should be the right learning strategies of the school, Moreover, it could be the bases for possible interventions when issues and concerns may arise.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct or do the same study to verify the usability and significance of the study.

#### **ACKNOWLEDGMENT**

First and foremost, I would like to thank God, the Almighty Father in Heaven, for His boundless love, grace, and opportunity especially in my endeavor to continue my study.

I take this opportunity to express my gratitude to the people who have been instruments in the successful completion of this thesis.

I wish to extend my special thanks to Dr. Bryant C. Acar, Dean of Graduate School, for his motivation and immense knowledge in helping to improve the study.



I would like to express my deep and sincere gratitude to my research adviser Dr. Annabelle A. Wenceslao for the encouragement, enthusiasm and guidance throughout this research and writing of this thesis. I can't say thank you enough for her tremendous help.

I would like to thank the rest of the thesis committee Dr. Jasmine B. Misa and Dr. Elvin H. Wenceslao for giving their assistance and recommendations toward the realization of this study.

I wish to acknowledge the help provided by my co-multigrade teachers who share their experiences and achievements, and helped me to collect my needed data.

I would also like to show my deep appreciation to the pupils who tried their best to answer the given activities, and also to the parents who are strong partners in guiding their children.

Lastly, a million thanks to my family and friends for their unfailing support and encouragement.

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**AUTHOR'S PROFILE****MARITES A. MARTINEZ**

The author was born on February 10, 1989 at Burauen, Leyte, Philippines. She finished her Bachelor of Elementary Education at Leyte Normal University. She is currently a Master of Arts in Education, Major in Filipino student at Leyte Western University, Ormoc City, Philippines.

She is currently a Teacher II in Department of Education and assigned at Villahermosa Elementary School, Julita District, Julita, Leyte, Philippines. She is a multigrade teacher with Grade 1 and 2 advisory classes.