THE CHALLENGES AND STATUS OF MODULAR LEARNING: ITS EFFECT TO STUDENTS' ACADEMIC BEHAVIOR AND PERFORMANCE

Monica Anna Ladan Agarin

Master of Arts in Education major in Educational Management, Graduate Studies and Applied Research, Laguna State Polytechnic University, Santa Cruz, Laguna, Philippines

ABSTRACT

Amidst of the COVID-19 crisis, the education don't stop, it must continue whether with or without physically going to school. Face-to-face learning modality is out, modular distance learning is in. At the present moment of situation; Department of Education made an urgent response to ensure the safety of learners and the teachers. On the other hand, they also ensure the continuity of quality education.

With health risks that the pandemic is imposing to teachers, the Department of Education provided guidelines and policies regarding various modalities and approaches in teaching to provide quality education to learners amidst pandemic. The teaching and learning process is undertaken remotely and on digital platforms, and the students are asked to accomplish and submit school activities online at own pace, place, and time. This study aimed to ascertain the methods, interventions or solutions of every educational institutions as well as the government in providing assistance to students, parents and teachers who are having difficulty in this new learning modalities amidst pandemic.

Based on the gathered data, the significant effect of challenges and status of modular learning as to learners' academic behavior and performance rejected the null hypothesis "The challenges and status of modular learning have no significant effect on learners' academic behavior and performance.". These implies that there is a significant effect between the Challenges and Status of Modular Learning as to learners' academic behavior and performance.

KEYWORDS: *Modular Distance Learning, General Comprehension, Independent Learning, Existing Health Condition, Assessment and Monitoring, Distribution and Retrieval, Physical Interaction with Learners*

INTRODUCTION

The COVID-19 pandemic took the education system by surprise. As such, Philippines education sector is one of the most affected in the society as schools and community learning centers shut down for physical conduct of classes. Thus, face to face learning engagement of students and teachers within the school has been suspended further transforming the life of all learners since March of 2020.

In this context, as per DepEd Secretary Leonor Briones, amidst of the COVID-19 crisis, the education must continue. With health risks that the pandemic is imposing to teachers, the department of education provided guidelines and policies regarding various modalities and approaches in teaching to provide quality education to learners amidst pandemic. This ensures the health, safety and well-being of the learners and the teachers.

With this, the 'new normal' of education is introduced, focusing on the mode of the delivery of instruction, with the distinctive rise of online learning. Since the conduct of face-to-face classes is prohibited, the DepEd announced that the adoption of various learning delivery options such as but not limited to blended learning, distance learning, and home schooling and other modes of delivery shall be implemented depending on the local COVID Risk Severity Classification and compliance with minimum health standards (Briones, 2020). With this, since the teaching and learning process is undertaken remotely and on digital platforms, the students are asked to accomplish and submit answer sheets at own pace, place, and time.

In line with the above discussion, the key purpose of this research is to find out the challenges and status of modular learning, Its effect to students' academic behavior and performance in Santo Tomas Elementary School-Annex at Calauan District. Also, this study aims to ascertain the methods, interventions or solutions of every educational institution as well as the government in providing assistance to students, parents and teachers who are

having difficulty in this new learning modalities amidst pandemic.

OBJECTIVES

This study aims to determine the Challenges and Status of Learners to the student's performance and academic behavior.

Specifically, it seeks to answer the following questions:

1. What is the level of pupils' challenges and status on modular learning in terms of:
    a. General comprehension;
2. What is the level of parents' challenges and status on modular learning in terms of:
    a. Existing health Condition?
3. What is the level of teachers; challenges and status on modular learning in terms of:
    a. Physical Interaction with learners?
4. What is the level of pupils' academic behavior as to:
    a. Level of Motivation; and
    b. Focus and Attention;
5. What is the academic performance of grade 6 learners as to 3rd grading period?
6. Do the challenges and status of modular learning significantly affect learners' academic behavior?
7. Do the challenges and status of modular learning significantly affect learners' performance?

METHODOLOGY

The descriptive method is used to determine find out the challenges and status of modular learning, Its effect to students' academic behavior and performance in Santo Tomas Elementary School-Annex at Calauan District.. Eighty-three (83) purposively selected respondents composing of grade six learners from Santo Tomas Elementary School-Annex at Calauan District were used as respondents in this research. The researcher identifies challenges that encountered of grade six learners in modular learning and it effect to their academic behavior and academic performances. When the problem is identified, the researcher formulates seven questions which the researcher sought to answer after gathering the data needed. Then, the researcher creates a self-made online questionnaire which will served as the research instrument. The researcher made used of a self-made questionnaire with regards to the dependent and independent variables to collect necessary data in relevance to the study. As such, it is the primary source and instrument in collecting data. A standard assessment tool in a form of a questionnaire were used in gathering data. The responses were tabulated as basis for statistical treatment of data.

STATISTICAL DESIGN AND RESULTS

Table 1. Level of Pupils' Challenges and Status on Modular Learning In Terms of General Comprehension.

STATEMENT	Mean	SD	Remarks
1. Students can comprehend instructions and learn on their own with their parents' guidance.	3.60	1.04	Agree
2. Students has increased understanding of the lesson.	3.53	0.88	Agree
3. Students acquired necessary knowledge from the module.	3.46	0.99	Agree
4. Students' engagement and interest levels remain as instructions from the module are easy to grasp.	3.43	1.01	Agree
5. Students understand completely the content of the module.	3.27	1.07	Moderately Agree
Grand Mean/SD	**3.46**	**1.00**	**Agree**
Interpretation	**High**		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

The respondents *agree* that *students can comprehend instructions and learn on their own with their parents' guidance* supported by the obtained highest weighted mean of 3.60 and SD of 1.04. On the other hand, the respondents *moderately agree* that *students understand completely the content of the module* as implied lowest weighted mean of 3.27 and SD of 1.07. This meant that students were able to comprehend the instructions as well as the content of the module in general.

Thorndike (2017) describes reading comprehension simply as thinking. To comprehend a pupil needs to understand language patterns, to recognize the structural elements composing a sentence and to perceive the syntactic inter relationship of these elements.

Table 2. Level of Parents' Challenges and Status on Modular Learning
In Terms of Existing Health Condition.

STATEMENT	Mean	SD	Remarks
1. Parents are healthy enough to assist the student in answering the modules.	3.48	1.22	Agree
2. Parents have enough energy to guide the students.	3.64	1.01	Agree
3. Parents are well enough which enable them to assist their children in answering the module. .	3.52	1.05	Agree
4. Parents are free from any form of diseases.	3.58	1.15	Agree
5. Parents have a well condition of body and mind.	3.66	1.17	Agree
Grand Mean/SD	**3.58**	**1.13**	**Agree**
Interpretation		**High**	

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

It can be observed that the respondents *agree* that *Parents have a well condition of body and mind* as evidenced by the highest gained weighted mean of 3.66 with SD=1.17. Also, the respondents *agree* that *Parents are healthy enough to assist the student in answering the modules* as presented by the lowest weighted mean of 3.48 with SD=1.22. This meant that the parents have a high level of health which enables them to lead and direct their children in answering the modules.

As educators, our responsibilities go well beyond lesson planning and instruction (Pereja, 2016). Developing and nurturing students into learners takes into account the societal, personal, family and other variables children bring with them to classrooms having an additional consideration that can't avoid: an existing health condition.

Table 3. Level of Teachers Challenges and Status on Modular Learning
In Terms of Physical Interaction with Learners.

STATEMENT	Mean	SD	Remarks
1. Reaching the students with matters that needs immediate response is taken into account by the teachers and parents.	4.11	0.89	Agree
2. It is easy for teachers to communicate with their students as others have the means for other ways to communicate.	3.92	0.76	Agree
3. The parents provide feedbacks to the student's experiences in answering the module.	4.34	0.66	Strongly Agree
4. Parents are the students' representative in expressing their concern regarding the module.	4.37	0.67	Strongly Agree
5. Various online platforms such as messenger provide direct possible interaction of students and teachers in the modular approach.	4.24	0.63	Strongly Agree

Grand Mean/SD		**4.20**	**0.75** **Strongly Agree**
Interpretation		**Very High**	

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

It can be inferred that the respondents *strongly agree* that *The parents provide feedbacks to the student's experiences in answering the module* and *Parents are the students' representative in expressing their concern regarding the module* as showed by the highest garnered weighted means of 4.56. Similarly, the respondents *strongly agree* that *It is easy for teachers to communicate with their students as others have the means for other ways to communicate* as proved by the lowest weighted mean of 4.22. This meant that the teachers have the means to communicate with the students on a very high level, either through their parents or through various platforms.

Every day, teachers make countless real-time decisions and facilitate dozens of interactions between themselves and their students. Although they share this commonality, educators all over the country often talk about these decisions and interactions in different ways (Adams, 2017).

Table 4. Level of Pupils' Academic Behavior In Terms of Level of Motivation

STATEMENT	Mean	SD	Remarks
1. Students are interested to learn more and know more.	3.48	1.06	Agree
2. Students have a good study strategy and high study effort.	3.35	1.13	Moderately Agree
3. The students are highly motivated to learn the topics presented by teachers.	3.35	1.12	Moderately Agree
4. Students are persistent to pursue learning even when faced by obstacles during the teaching learning process.	3.55	1.08	Agree
5. The students have the drive to reach out their learning goals.	3.35	1.12	Moderately Agree
Grand Mean/SD	**3.42**	**1.11**	**Agree**
Interpretation	**High**		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

It can be inferred that the respondents *agree* that *students are persistent to pursue learning even when faced by obstacles during the teaching learning process* as showed by the highest gained weighted means of 3.55. On the other hand, the respondents *moderately agree* that *Students have a good study strategy and high study effort, the students are highly motivated to learn the topics presented by teachers and the students have the drive to reach out their learning goals* as proved by the lowest weighted mean scores of 3.55. This meant that the students still exhibit motivation in the modular learning setting.

Robbins (2019) mentioned that achievement motivation energizes and directs behavior toward achievement and therefore is known to be an important determinant of academic success.

Table 5. Academic Performance of Grade 6 Learners

Descriptors	Grading Scale	Frequency	Percentage
Outstanding	90 – 100	4	0.05
Very Satisfactory	85 – 89	68	0.82
Satisfactory	80 – 84	11	0.13
Fairly Satisfactory	75 – 79	0	0
Did Not Meet Expectations	Below 75	0	0
Mean	**86.43**	**Interpretation**	**Very Satisfactory**

The table above presents the academic performance of the grade 6 learners. Majority of the learners which account to 82.00% of the total population of learners performed on a *very satisfactory level* with sixty-eight (68) learners incurring grades between 85 – 89. This is seconded in frequency by the students who incurred grades within the range 80 – 84, with eleven (11) students or approximately 13.00% of the population performing on a *satisfactory level*. The remaining 5.00% of the population, which is equivalent to four (4) students performed *outstandingly* with grades ranging from 90 – 100.

The mean performance of the grade 6 learners is depicted by the mean score of 86. 43 which was verbally interpreted as *very satisfactory.*

We can infer from the above that the students are performing very well collectively.

Table 7. Effect of Pupil's General Comprehension on Modular Learning to Learners' Academic Behavior.

Variables	t-value	p-value	Analysis
General Comprehension Level of Motivation	-0.54	0.592	Not Significant
General Comprehension Focus and Attention	-0.64	0.525	Not Significant
General Comprehension Self-regulation	-2.17	0.033	Significant
General Comprehension Task orientation	2.13	0.037	Significant

significant at .05 level of significance

It can be seen that the obtained p-values of 0.779, 0.081 and 0.931 on the effect of pupil's general comprehension to their academic behavior in terms level of motivation, self-regulation and task orientation respectively were higher than the 0.05 level of significance which indicated a *not significant* analysis. This further implied that pupil's general comprehension on modular learning does not affect their academic behavior in terms of level of motivation, self-regulation and task orientation.

However, p-value of 0.005 was gained on the effect of pupil's general comprehension to their academic behavior in terms of focus and attention which was lower than the 0.05 level of significance which indicated a *significant* analysis. This meant that pupil's general comprehension on modular learning affect their focus and attention behavior towards learning.

Table 9. Effect of Parents' Existing health Condition on Modular Learning to Learner's Academic Behavior.

Variables	t-value	p-value	Analysis
Existing health Condition Level of Motivation	4.88	0.000	Significant
Existing health Condition Focus and Attention	2.81	0.006	Significant
Existing health Condition Self-regulation	5.55	0.000	Significant
Existing health Condition Task orientation	4.04	0.00	Significant

*significant at .05 level of significance

It can be observed that the obtained p-values of 0.322 and 0.492 on the effect of parents' existing health condition to the students' academic behavior in terms level of motivation and task orientation respectively were higher than the 0.05 level of significance which indicated a *not significant* analysis. This further implied that parents' existing health condition on modular learning does not affect their academic behavior in terms of level of motivation and task orientation.

On the other hand, p-values of 0.001 and 0.020 were gained on the effect of parents' existing health condition to the students' academic behavior in terms of focus and attention and self-regulation which were lower than the 0.05 level of significance which indicated a *significant* analysis. This meant that parents' existing health condition on modular learning affect their focus and attention and self-regulation behavior towards learning.

Table 10. Effect of Teachers' Physical Interaction with Learners on Modular Learning to Learner's Academic Behavior

Variables	t-value	p-value	Analysis
Physical Interaction with Learners Level of Motivation	-1.54	0.128	Not Significant
Physical Interaction with Learners Focus and Attention	0.41	0.684	Not Significant
Physical Interaction with Learners Self-regulation	0.79	0.434	Significant
Physical Interaction with Learners Task orientation	-0.15	0.882	Not Significant

*significant at .05 level of significance

It is observed that physical interaction with learners was revealed to have a *significant* effect on the academic behavior of the students as to level of motivation, focus and attention, self-regulation and task orientation. This is presumed from the p-values obtained 0.004, 0.000, 0.000 and 0.004 respectively which were less than the significance alpha of 0.05.

This implies that the student's level of motivation, focus and attention, self-regulation and task orientation are influenced by the physical interaction with the learners of the teachers.

Table 11. Effect of Pupil's Challenges and Status on Modular Learning to Academic Performance

Variables	t-value	p-value	Analysis
General Comprehension Academic Performance	18.56	0.000	Significant
Independent Learning Academic Performance	12.67	0.000	Significant

significant at .05 level of significance

It is observed that pupils' challenges and status as to general comprehension and independent learning were revealed to have a *significant* effect on the academic performance of the students. This is signified by the p-values obtained 0.000 and 0.000 respectively which were less than the significance alpha of 0.05. This implies that the academic performance of the students is influenced by the general comprehension and independent learning of the students.

Table 12. Effect of Parents' Challenges and Status on Modular Learning to Learner's Academic Performance.

Variables	t-value	p-value	Analysis
Content Knowledge Academic Performance	6.10	0.000	Significant
Time Management Academic Performance	13.8	0.000	Significant
Existing health Condition Academic Performance	11.20	0.000	Significant

significant at .05 level of significance

It is observed that pupils' challenges and status as to general comprehension and independent learning were revealed to have a *significant* effect on the academic performance of the students. This is signified by the p-values obtained 0.000 and 0.000 respectively which were less than the significance alpha of 0.05. This implies that the academic performance of the students is influenced by the general comprehension and independent learning of the students.

Table 26. Effect of Teachers' Challenges and Status on Modular Learning to Learner's Academic Performance

Variables	t-value	p-value	Analysis
Distribution and Retrieval Academic Performance	0.56	0.578	Not Significant
Assessment and Monitoring Academic Performance	0.22	0.829	Not Significant
Physical Interaction with Learners Academic Performance	0.10	0.920	Not Significant

significant at .05 level of significance

It is observed that teachers' challenges and status as to distribution and retrieval and assessment and monitoring were revealed to have *no significant* effect on the academic performance of the students. This is signified by the p-values obtained 0.760 and 0.392 respectively which were greater than the significance alpha of 0.05. This implies that the academic performance of the students is not dependent on the distribution and retrieval as well as the assessment and monitoring of the teachers.

On the other hand, the physical interaction with learners of the teachers were observed to have a *significant* effect on the students' academic performance as evidenced by the incurred p-value of 0.001 which was inherently less than the significance alpha of 0.05. From this we can infer that the teachers' physical interaction with the learners influence the learners' academic performance.

SUGGESTIONS

It may be recommended that many students who learn and think differently struggle with changes in routine and loss of structure. Teachers may help them use this time as an opportunity to develop new strategies to help with focus and learning. This in return can avoid future challenges or problems to the teachers. Furthermore, this research could also be used in other schools to observe how the Challenges and Status of Teachers significantly affect the Learner's Academic Behavior and Performance. A larger population would allow for a better generalization of the data. Finally, feedbacks received should be take into consideration to determine the progress of the researchers in achieving their objectives. Shifting the study's focus to interventions that rely on proactive approaches to resolve the issues will be a great follow-up for this study.

CONCLUSIONS

With health risks that the pandemic is imposing to teachers, the department of education provided guidelines and policies regarding various modalities and approaches in teaching to provide quality education to learners amidst pandemic. The teaching and learning process is undertaken remotely and on digital platforms, and the students are asked to accomplish and submit school activities online at own pace, place, and time. This study aimed to ascertain the methods, interventions or solutions of every educational institutions as well as the government in providing assistance to students, parents and teachers who are having difficulty in this new learning modalities amidst pandemic.

Based on the gathered data, the significant relationship of challenges and status of modular learning as to learners' academic behavior and performance rejected the null hypothesis "The challenges and status of modular learning have no significant effect on learners' academic behavior and performance.". These implies that there is a significant effect between the Challenges and Status of Modular Learning as to learners' academic behavior and performance.

BIBLIOGRAPHY
A. BOOKS
1. Andrews S. L. (2019). "Expectancy-value theory," in Handbook of Motivation in School, 2nd Edn eds Wentzel K. R., Mielecpesnm D. B. (New York, NY: Routledge;), 55–74.

B. ARTICLES/JOURNALS
1. Cicekci J. R. (2019). Differential relevance of intelligence and motivation for grades and competence tests in mathematics. Learn. Individ. Differ. 65 30–40. 10.1016/j.lindif.2018.03.005
2. Steinmayr K., Spinath B. (2018). Motivation: a predictor of PISA's mathematical competence beyond intelligence and prior test achievement. Learn. Individ. Differ. 43 140–148. 10.1016/j.lindif.2018.08.026
3. Yushau B. The effects of blended e-learning on mathematics and computer attitudes in pre-calculus algebra The Montana Mathematics Enthusiast 2006 3 2 176 83 [Google Scholar]
4. Zimmerman, A. (2019). Does students' grit predict their school achievement above and beyond their personality, motivation, and engagement? Contemp. Educ. Psychol. 53 106–122. 10.1016/j.cedpsych.2018.02.004
5. Zumbrunn J. S., Tadlock A., Roberts R. D., (2017). Age and gender differences in children's self- and task perceptions during elementary school. Child Dev. 64 830–847. 10.2307/1131221

C. PUBLISHED AND UNPUBLISHED MATERIALS
1. Alebaikan, R., Troudi, S. (2019) Blended learning in Saudi universities: challenges and perspectives. Research in Learning Technology, Volume 18, 2019 series 1, pages 45-59, https://doi.org/10.1080/09687761003657614
2. Barshay, R. (2018). A predictive study of student satisfaction in online education programs. The International Review of Research in Open and Distributed Learning, 14(1), 16. https://doi.org/10.19173/irrodl.v14i1.1338
3. McGeechan, G. J. (2018). An interpretative phenomenological analysis of the experience of living with colorectal cancer as a chronic illness. Journal of Clinical Nursing, 27(15-16), 3148–3156. https://doi.org/10.1111/jocn.14509
4. Steinmayr, R. (2019). The Importance of Students' Motivation for Their Academic Achievement – Replicating and Extending Previous Findings. Frontiers in Psychology, 10(1730). https://doi.org/10.3389/fpsyg.2019.01730

D.ONLINE RESOURCES

1. *Bandura, S. (2018, February 5). Social Learning Theory. Retrieved from Simplypsychology.org website:*
   https://www.simplypsychology.org/bandura.html
2. *Thorndike, E. (2017). Contribution to the Field of Psychology. Retrieved from Verywell Mind website: https://www.verywellmind.com/edward-thorndike-biography-1874-1949-2795525*