THE TEACHERS' ROLES AND STUDENTS' BEHAVIOR IN ENGLISH ONLINE DISTANCE LEARNING

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ABSTRACT

This study aims to determine the levels of status of the roles of the teachers and behavior of the students in English online distance learning during the first and second grading periods of the school year 2020-2021. There are ninety-five (95) students who participated in the study. The instrument used to gather data was the questionnaire. Employing the descriptive – survey method of research, the teachers' roles are examined into three categories. These categories are teachers' affective roles, teachers' planner roles, and teachers' managerial roles during the English online distance learning. The roles have 10-item descriptors to describe the online distance learning teachers. The students' behavior is examined into three categories, too. These categories are students' behavior when reading, students' behavior when writing, and students' behavior when viewing and listening during their English online distance learning classes. Each role has 10-item descriptors to describe the behavior of the students. This study hypothesized that there is no significant relationship of the teachers' roles and the students' behavior in English online distance learning during the first and second grading periods of the school year 2020-2021. To test the significant relationship between the teachers' roles and students' behavior, correlation analysis is used.

INTRODUCTION

The Philippines is one of the countries that is greatly affected by the Corona Virus Disease 2019 (COVID-19). The schools in the country are now offering online distance learning (ODL) to the students who are willing and capable to access the e-learning platforms so that parents no longer sacrifice their health in procuring printed modules from the school then pass the answer sheets after a week.

In the digital world of continuing the educational process of the learners today, many factors affect their interest in working on their school tasks and assignments at home. One of these factors is the roles of online distance learning teachers. Teachers are playing a significant role in motivating students to attend their classes, either synchronous or asynchronous.

There are roles that a teacher needs to play significantly in online distance learning for the online learners to attend their classes and finish tasks and pass them on time. The first role that a teacher plays is affective roles. Teachers are considered guidance counsellors in this time of the pandemic. The second is the planning or planner roles. The teacher plans and designs his/her classroom based on the lessons and grade level of the students. The last one is the managerial roles. Teachers are considered managers of learning. It is up to the teacher to manage the whole class for the students to learn better.

The students' behavior in attending English online classes is also considered in assessing the significance of online distance learning. Since there is a significant shift in the educational process in the Philippines, students are learning in their own schedule. The learners are working at their own home and on their own time, their behavior in studying English might change from their behavior when they were attending face-to-face classes.

Online distance learning is one of the platforms that the department of education chose to offer to continue the education process in the Philippines. In the DepEd order No. 008 series 2020, amid the public health emergency due to COVID-19, DepEd remains committed to finding ways to provide opportunities to all Filipino learners for School Year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP). DepEd announced a greater emphasis on multiple learning delivery modalities such as blended learning, distance learning, and homeschooling, on top or to replace face-to-face learning modality to reduce possible exposure of learners and teachers to COVID-19. On the other hand, DepEd order No. 018 series 2020 reiterates that education must be innovative and resourceful in delivering quality, accessible, relevant, and liberating education and ensuring that learning opportunities are safely provided to the learners through different learning delivery.

Online distance learning is a new setup in Philippine education and different teachers' roles and students' behavior are significant factors that contribute to the academic performance of the learners. In English online distance learning, the basic English class skills, reading, writing, listening and viewing, are playing a vital role in understanding English as a whole and the behavior of the students and the roles of the teachers toward these skills affect their level of performance in English subject.

MATERIAL AND METHODS
The study utilized the descriptive-survey type of research to determine the teachers' roles and students' behavior in English online distance learning students from grades seven to ten during the first grading and second grading periods.

In this study, a descriptive research design describes the gathered data regarding teachers' roles and students' behavior in the English online distance learning during the first and second grading periods of the school year 2020-2021. It sought to describe how the teachers' roles and the students' behavior can contribute to the academic achievement of the online distance learners in English class.

Purposive sampling technique was used in this study because all the ODL learners were taken as participants. A purposive sample is a non-probability sample that is selected based on the characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective or subjective sampling. This type of sampling can be advantageous in situations when you need to reach a targeted sample quickly and where sampling to proportionality is not the primary concern.

The instrument used to gather data was the questionnaire. Employing the descriptive – survey method of research, the teachers' roles are examined into three categories. These categories are teachers' affective roles, teachers' planner roles, and teachers' managerial roles during the English online distance learning. The roles have 10-item descriptors to describe the online distance learning teachers.

The students' behaviors are examined into three categories too. These categories are students' behavior when reading, students' behavior when writing, and students' behavior when viewing and listening for their English online distance learning. Each role has 10-item descriptors to describe the behavior of the students.

The Questionnaire was constructed based on the following sections:
Section 1: Characterization of participants in terms of name, grade level, number of hours the students are spending in English online distance learning, types of device that the students are using for the online class, a network used to access the internet, an average time of use of the Internet per day in English class.
Section 2: Characterization of the teachers' roles in being the guidance counsellor, the e-classroom designer, and authority in choosing teaching strategies in English class.
Section 3: Characterization of the students' behavior in terms of reading, writing, listening and viewing the literary materials.

After the questions were constructed and validated, the questionnaire was transformed into google form. The link was sent to the Facebook Messenger of the respondents.

Once the measuring instruments have been retrieved, the researcher processed the raw data into quantitative forms. Data processing involves input. This involves the responses to the measuring apparatus of the subjects of the study.

The frequency distribution was employed in the study to describe variables after the data were coded, tabulated, and analyzed. A frequency distribution is a list, table or graph that displays the frequency of various

outcomes in a sample. Each entry in the table contains the frequency or count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of importance in the sample.

Mean can be considered the center of the gravity of the distribution and is the most appropriate measure of central tendency when the data are in the interval ratio or ratio scale.

Standard Deviation helps to know how a set of data distributes or how to disperse the data are. This calculation is helpful because it allows for the same flexibility regarding further analyses and yet also expresses variation in the same units as the original measurements. To test the significant relationship between the teachers' roles and students' behavior, correlation analysis is used.

RESULTS AND DISCUSSION

Table 1 presents the level of the teachers' affective roles in English online distance learning. Interesting results were found on the teachers' affective roles in English online distance learning. The roles on listening to the feelings of the students when sharing (M = 4.07, SD = 1.00), helping the students to manage their online schedules (M = 4.14, SD = 1.00), assisting in setting the students' goals and plans every day in taking their online classes (M = 4.12, SD = 1.07), helping the learners in coping with peer relationship in online class (M = 3.87, SD = 1.14), setting challenging educational goals of the learners (M = 4.16, SD = 0.88), helping the learners to establish personal goals (M = 4.07, SD = 1.01), addressing health related problems (M = 3.49, SD = 1.30), and helping the students in dealing with stress and academic difficulty (M = 3.47, SD = 1.24) are all verbally interpreted as *Often*. This means that the mentioned roles are quite a bit perceived by the learners and they observed these roles often performed by the teachers during the English online distance learning classes.

Table 1. Level of the Teachers' Affective Roles in English Online Distance Learning

Statements	Mean	SD	V.I.
Listens to your feelings when you are sharing	4.07	1.00	Often
Helps you manage changes in your class schedules	4.14	1.00	Often
Guide you in taking responsibility for your daily activities	4.31	0.95	Always
Assist you in setting your goals and plans every day as you take online classes	4.12	1.07	Often
Help you cope with peer relationship in your online class	3.87	1.14	Often
Set challenging education goals	4.16	0.88	Often
Help you establish personal goals	4.07	1.01	Often
Address health-related problems	3.49	1.30	Often
Help you deal with stress and academic difficulty	3.47	1.24	Often
Coordinate with your parents regarding your academic status in this time of the pandemic	3.37	1.44	Sometimes
Weighted Mean: SD	**3.91: 1.156**		
Verbal Interpretation	**Often**		

Legend	Remarks	Verbal Interpretation
4.20-5.00	*Very Much*	*Always*
3.40-4.19	*Quite a bit*	*Often*
2.60-3.39	*Somewhat*	*Sometimes*
1.80-2.59	*Very Little*	*Seldom*
1.00-1.79	*Not Really*	*Never*

It reveals also in the table that the role of the teachers in guiding the online learners in taking responsibility on their daily activities has (M = 4.31, SD = 0.95) and a verbal interpretation of *Always*. This means that this role is very much perceived by the students during their online classes and the role is always performed by the teachers.

Furthermore, the table shows also that the role on coordinating with the parents regarding the academic status of the students got the lowest (M = 3.37, SD = 1.44) and a verbal interpretation of *Sometimes*. This means that the role is somewhat perceived by the learners and performed by their online teachers sometimes during English online distance learning classes..

The overall mean of 3.91 with a supported standard deviation of 1.156, it indicated that the teachers' affective roles in English online distance learning are quite a bit perceived by the learners and the roles are often performed by the teachers during the first and second grading periods.

Table 2 presents the level of teachers' planner roles as e-classroom designer. The result shows that the roles of the teachers in picking the right tools (M = 4.49, SD = 0.84), sending invites and clear instructions (M = 4.55, SD = 0.86), securing synchronous passwords (M = 4.51, SD = 0.90), setting ground rules (M = 4.55, SD = 0.81), showing a face during synchronous classes (M = 4.73, SD = 0.55), asking challenging questions to ensure students understand the lessons (M = 4.58, SD = 0.68), monitoring the chat of the students (M = 4.51, SD = 0.80), and giving assignments that enable students to communicate with their classmates (M = 4.27, SD = 0.79) are all verbally interpreted as *Always*. This means that the mentioned roles are always performed by the teachers as the students very much perceived them during the English online distance learning classes in the first and second grading periods.

Table 2. Level of the Teachers' Planner Roles as e-Classroom Designer

Statements	Mean	SD	V.I.
Pick the right tool: The teacher uses the right tools in designing the online classroom	4.49	0.84	Always
Send invites and clear instructions: The teacher sends invites for every synchronous class and gives clear instructions in every activity in the online classroom	4.55	0.86	Always
Stay Secure: The teacher does not share synchronous meeting passwords in public; he/she knows how to manage the participants (like muting and muting); he/she knows all the students inside the classroom.	4.51	0.90	Always
Set ground rules: The teacher sets rules and expectations for the students to take the activities seriously and to provide a safe learning environment and equal opportunities for all to participate.	4.55	0.81	Always
Recording of discussions or lessons: The teacher records your synchronous classes for the students who cannot attend the synchronous class.	3.54	1.54	Often
Show your face: The teacher shows her/his face during synchronous class discussions to maintain the students' attention and stimulate a more personal connection with the learners.	4.73	0.55	Always
Check-in periodically: The teacher asks challenging questions to ensure that the students understand what has been discussed. The teacher treats everyone equally and entertains all questions before moving to the next lesson.	4.58	0.68	Always
Monitor the chat: The teacher asks the students to use the chat area to communicate. The teacher advises the students to use proper spelling, grammar, and punctuations. Inflammatory or disrespect is not tolerated in the chat area.	4.51	0.80	Always
Provide interactive activities: The activities in the online classroom are interactive. There are icebreaker activities, puzzles, presentations, pitches, peer reviews, quizzes, brainstorm sessions, games and synchronous activities.	4.02	0.96	Often
Assignments: The teacher gives assignments that enable the students to talk or communicate with their classmates. She/he gives time to explore other tools in the online classroom to familiarize with the different learning materials, and she/he seeks feedbacks after class discussions.	4.27	0.79	Always
Weighted Mean: SD	4.37: 0.961		
Verbal Interpretation	**Always**		

Legend	Remarks	Verbal Interpretation
4.20-5.00	*Very Much*	*Always*
3.40-4.19	*Quite a bit*	*Often*
2.60-3.39	*Somewhat*	*Sometimes*
1.80-2.59	*Very Little*	*Seldom*
1.00-1.79	*Not Really*	*Never*

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Table 2 also shows that the roles of the teachers in recording the discussions (M = 3.54, SD = 1.54) and providing interactive activities have the verbal interpretation of *Often*. This means that these roles are often performed by the teachers as quite a bit perceived by the learners during the English online distance learning classes.

The teachers were able to design and create online classrooms with a verbal interpretation of always, as indicated by the overall mean of 4.37 with a supported standard deviation of 0.961. This means that the learners observed the roles are always performed by the teachers during their English online distance learning classes as they perceived the roles of the teachers very much.

The table 3 presents the level of the teachers' managerial roles as authority in teaching strategies. The result shows that the roles of the teachers in preparing and delivering lessons to improve students' reading, writing, and communication skills (M= 4.63, SD= 0.62), assigning a reading list (M= 4.32, SD= 0.87), teaching language skills across the curriculum (M= 4.36, SD= 0.81), providing activities involving writing, speaking, drawing, watching, and listening to give students different opportunities to deepen their understanding of the lesson (M= 4.53, SD= 0.67), providing activities that encourage cooperative learning to verbally express students' ideas to develop self-confidence, as well as communication and critical thinking skills (M= 4.34, SD= 0.79), and providing activities that appreciate the different genre of literature (M= 4.48, SD= 0.74) are all verbally interpreted to *Always*. This means that the mentioned roles of the teachers as e-learning classroom designers are very much perceived by the learners as the roles are always performed by the teachers.

Table 3. Level of the Teachers' Managerial Roles as Authority in Teaching Strategies

Statements	Mean	SD	V.I.
The teacher prepares and delivers lessons to improve students' reading, writing, and communication skills.	4.63	0.62	Always
The teacher assigns a reading list. The reading list contains material that is accessible online.	4.32	0.87	Always
The teacher teaches language skills across the curriculum. The teacher uses other subjects as learning materials (like science articles, history articles, etc.) to teach English skills.	4.36	0.81	Always
The teacher encourages students to engage with Classic English cinema. The teacher recommends appropriate films for the students to watch to improve the students' English skills and to help students release stress during these trying times.	3.97	1.06	Often
The teacher uses newspaper published online to build brilliant vocabulary and familiarize the students with excellent sentence structures to improve English reading and writing skills.	3.68	1.11	Often
The teacher provides activities involving writing, speaking, drawing, watching, and listening to give students different opportunities to deepen their understanding of the lesson.	4.53	0.67	Always
The teacher incorporates students' native languages. The teacher allows students to speak in their native language then helps them to translate in English to fully understand the lessons.	3.91	1.23	Often
The teacher provides local reading materials to easily understand the context of the text. (Example: The history of Paru-paro festival in Dasmarinas)	3.97	1.08	Often
The teacher provides activities that encourage cooperative learning to verbally express students' ideas to develop self-confidence, as well as communication and critical thinking skills.	4.34	0.79	Always
The teacher provides activities that appreciate the different genre of literature (like poetry, prose, fiction, nonfiction, short story, nevels, etc.).	4.48	0.74	Always
Weighted Mean: SD	**4.22: 0.962**		
Verbal Interpretation	**Always**		

Legend	Remarks	Verbal Interpretation
4.20-5.00	*Very Much*	*Always*
3.40-4.19	*Quite a bit*	*Often*
2.60-3.39	*Somewhat*	*Sometimes*
1.80-2.59	*Very Little*	*Seldom*
1.00-1.79	*Not Really*	*Never*

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The table also shows that the roles of the teachers in encouraging the students to engage with Classic English cinema (M= 3.97, SD= 1.06), using newspaper published online to build brilliant vocabulary and familiarizing the students with excellent sentence structures to improve English reading and writing skills (M= 3.68, SD= 1.11), allowing the students to speak in their native language then help them to translate in English to fully understand the lessons (M= 3.91, SD= 1.23), and providing local reading materials to easily understand the context of the text (M= 3.97, SD= 1.08) are all verbally interpreted to *Often*. This means that these behaviors are perceived quite a bit by the student as the teachers often performed the roles during the English online distance learning classes.

The overall mean of 4.22 with a supported standard deviation of 0.962, this indicated that the teachers' managerial roles in English online distance learning as authority in teaching strategies in English class has a verbal interpretation of *Always*. This means that the learners observed the managerial roles are always performed by the English online distance learning teachers as very much perceived by the students.

Table 4 presents the level of the students' behavior in English online distance learning when reading. The results shows that the students remember information from their reading class when they print the reading materials (M= 3.54, SD= 0.81), it is more convenient to read their assigned readings electronically/digitally (M= 3.78, SD= 0.98), they highlight and notate printed course readings (M= 3.80, SD= 1.11), scan and skim a reading material based on the information needed in their activity (M= 3.76, SD= 0.95), and make a summary of the reading materials after they read them (M= 3.54, SD= 1.11) are all verbally interpreted to *Often*. This means that these situational behaviors are all often performed by the learners during their English online distance learning classes.

Table 4. Level of Students' Behavior in English Online Distance Learning when Reading

Statements	Mean	SD	V.I.
I remember information from my reading class when I print them	3.54	0.81	Often
It is more convenient to read my assigned readings electronically/digitally	3.78	0.98	Often
I usually highlight and notate my printed course readings	3.80	1.11	Often
I usually highlight and annotate my electronic readings	3.39	1.21	Sometimes
I read when it is required in the activity	4.43	0.83	Always
I read every day my teacher does not require even it	3.23	1.02	Sometimes
I only scan and skim a reading material based on the information needed in my activity	3.76	0.95	Often
I do not read the given reading material; instead, I search on the internet for the information needed in the activity	2.64	1.07	Sometimes
I make a summary of the reading materials after I read them	3.54	1.11	Often
I use dictionary if I do not understand a word, or I use the internet to get more information about the reading materials.	4.34	0.97	Always
Weighted Mean: SD	**3.64: 1.122**		
Verbal Interpretation	**Often**		

Legend	*Remarks*	*Verbal Interpretation*
4.20-5.00	*Very Much*	*Always*
3.40-4.19	*Quite a bit*	*Often*
2.60-3.39	*Somewhat*	*Sometimes*
1.80-2.59	*Very Little*	*Seldom*
1.00-1.79	*Not Really*	*Never*

The table further discusses that the students read when it is required in the activity (M= 4.43, SD= 0.83) and they use dictionary if they do not understand a word, or they use the internet to get more information about the reading materials (M= 4.34, SD= 0.97) are verbally interpreted as *Always*. This means that the learners always do the mentioned behaviors in their English online distance learning classes as they very much perceived the given situational behaviors while the behavior regarding on highlighting and annotating electronic readings (M= 3.39, D=

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1.21) and on the behavior of not reading the given reading material; instead, they search on the internet for the information needed in the activity (M= 2.64, SD: 1.07) are all verbally interpreted to *Sometimes*. This means that these behaviors are somewhat perceived by the learners, and they act these behaviors sometimes during their English online distance learning classes.

The overall mean of 3.64 with a supported standard deviation of 1.122 indicated that students' behavior in English online distance learning in reading with *Often* as verbal interpretation. This means that the students often do the given behavioral situations when they are reading materials as they perceived quite a bit the behavioral situations.

Table 5 presents the level of students' behavior in English online distance learning when writing. The result shows that the students search on the internet about the topic before they write (M= 4.14, SD= 0.88), write articles when it is required in the activity in their online class (M= 4.13, SD= 0.93), write literary pieces every day even it is not required by the teacher (M= 2.56, SD= 1.02), only write based on the information needed in the activity (M= 4.04, SD= 0.78), ask the teacher a rubric as a guide when writing (M= 3.40, SD= 1.15), and use outlining, editing, and revising when writing or composing an article (M= 3.99, SD= 0.99) are all verbally interpreted to *Often*. This means that the mentioned behaviors of the students above are all perceived by students quite a bit and they are often performed by the learners during the English online distance learning classes.

Table 5. Level of Students' Behavior in English Online Distance Learning when Writing

Statements	Mean	SD	V.I.
I search on the internet about the topic before I write	4.14	0.88	Often
I write articles when it is required in the activity in my online class	4.13	0.93	Often
I write every day even it is not required by my teacher like poems, stories, legends etc.	2.56	1.02	Often
I only write based on the information needed in my activity	4.04	0.78	Often
I observe grammar rules when writing articles	4.36	0.81	Always
I ask my teacher a rubric as my guide when writing	3.40	1.15	Often
I use outlining, editing, and revising when writing an article	3.99	0.99	Often
I used grammar apps online to check my grammar, spelling, and punctuations	3.15	1.34	Sometimes
I ask my teacher to give a feedback on the article I have written	2.69	1.27	Sometimes
I ask someone to read my article before I pass it in our online portals	3.17	1.41	Sometimes
Weighted Mean: SD	**3.56: 1.240**		
Verbal Interpretation	**Often**		

Legend	Remarks	Verbal Interpretation
4.20-5.00	*Very Much*	*Always*
3.40-4.19	*Quite a bit*	*Often*
2.60-3.39	*Somewhat*	*Sometimes*
1.80-2.59	*Very Little*	*Seldom*
1.00-1.79	*Not Really*	*Never*

Table 5 also illustrates that the students use grammar apps online to check grammar, spelling, and punctuations (M= 3.15, SD= 1.34), ask teachers to give a feedback on the article they have written (M= 2.69, SD= 1.27), and ask someone to read their article before they pass it on their online portals (M= 3.17, SD= 1.41) are all verbally interpreted to *Often*. This means that the behaviors are perceived by the students quite bit and they do them often during the English online distance learning classes.

Moreover, the table also explains that the students always observe grammar rules when they are writing articles (M= 4.36, SD= 0.81) with a verbal interpretation of *Always*. This means that the students are always aware on the grammar rules when they are writing during their English online distance learning classes.

The level of students' behavior in English online distance learning in writing has an overall mean of 3.56 and a standard deviation of 1.240. This means that the given behaviors are often done by the students during their English online distance learning as they perceived them quite a bit.

Table 6 presents the level of students' behavior in English online distance learning when listening and viewing or watching. The result shows that the students pause a video or recorded material to note information exactly (M= 4.14, SD= 1.00), listen or watch when the teacher requires it (M= 3.55, SD= 1.26), prefer to watch or listen on the internet using cellular phone or laptop than on television or radio (M= 3.83, SD= 0.94), only listen or watch based on the information needed in the activity (M= 3.69, SD= 0.98), and replay videos or any recorded materials to confirm information (M= 4.19, SD= 0.97) are all with a verbal interpretation of *Often*. This means that the learners often do these behaviors during the English online distance learning as they perceived quite a bit the stated behaviors.

Table 6. Level of students' behavior in English online distance learning when Listening and Viewing

Statements	Mean	SD	V.I.
I take down notes when listening and watching/viewing videos or recorded materials	4.21	0.92	Always
I pause a video or recorded material to note information exactly	4.14	1.00	Often
I only listen or watch when my teacher requires it	3.55	1.26	Often
I listen or watch the news every day my teacher does not require even it	3.28	1.31	Sometimes
I prefer to watch or listen on the internet using my cellular phone or laptop than on television or radio	3.83	0.94	Often
I only listen or watch based on the information needed in my activity	3.69	0.98	Often
I do not watch; instead, I search on the internet for the information needed in the activity	3.14	1.01	Sometimes
I replay videos or any recorded materials to confirm information	4.19	0.97	Often
I record audio notes using my own voice through my gadgets	2.45	1.24	Seldom
I cut and save a part of the video or audio for my reference	2.89	1.29	Sometimes
Weighted Mean: SD	**3.54: 1.234**		
Verbal Interpretation	**Often**		

Legend	Remarks	Verbal Interpretation
4.20-5.00	*Very Much*	*Always*
3.40-4.19	*Quite a bit*	*Often*
2.60-3.39	*Somewhat*	*Sometimes*
1.80-2.59	*Very Little*	*Seldom*
1.00-1.79	*Not Really*	*Never*

Table 6 further reveals that the learners listen or watch the news every day even the teacher does not require (M= 3.28, SD= 1.31), they do not watch; instead, they search on the internet for the information needed in the activity (M= 3.14, SD= 1.01), and cut and save a part of the video or audio for a reference (M= 2.89, SD= 1.29) are all with a verbal interpretation of *Sometimes*. This means that the learners somewhat perceived the mentioned behaviors and do them sometimes during the English online distance learning classes.

Furthermore, the table also discloses that the students seldom record audio notes using their own voice through their gadgets (M= 2.45, SD= 1.24) but they always take down notes when listening and watching/viewing videos or recorded materials (M= 4.21, SD= 0.92) during the English online distance learning classes.

The level of students' behavior in English online distance learning has an overall mean of 3.54 with a supported standard deviation of 1.234. This means that the behavioral situations given in the table above are done often by the learners when viewing and listening. This implies that the given behavioral conditions in the table during the first and second grading periods of the school year 2020-2021 are quite a bit perceived by the learners during their English online distance learning classes.

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The 7 presents the achievement of the students in English online distance learning during the first and second grading periods of the school year 2020-2021. The result shows that out of 95 students, the Second Grading received the highest (M=90.37, SD=4.91) grades and verbally interpreted as *Outstanding*. At the same time, the First Grading received the lowest (M=89.35, SD=4.46) grades and verbally interpreted as *Very Satisfactory*.

Table 7. **Achievement of the Students in English Online Distance Learning during the First and Second Grading Periods**

Grading Period	Lowest Grade	Highest Grade	Mean	Standard Deviation	Verbal Interpretation
First Grading	75	96	89.35	4.46	Very Satisfactory
Second Grading	75	99	90.37	4.91	Outstanding
Overall	*75*	*99*	*89.86*	*4.702*	*Very Satisfactory*

Legend:

Scale	Verbal Interpretation
90% - 100%	Outstanding
85% - 89%	Very Satisfactory
80% - 84%	Satisfactory
75% - 79%	Fairly Satisfactory
Below 75%	Did not meet Expectation

With the overall mean of 89.86 and supported value of the standard deviation of 4.702 and the (Lowest Grade = 75, Highest Grade = 99), the students' achievement in English online distance learning during the first and second grading periods has a verbal interpretation of *Very Satisfactory*. This implied that the teachers' roles and students' behavior contributed very satisfactorily to the English online distance learners.

Table 8 presents the relationship of the teachers' roles and the students' behavior in English online distance learning during the first and second grading periods of the school year 2020-2021.

The Affective Roles, Planner Roles and Managerial Roles of Teachers in Reading, Writing and Listening and Viewing shows slight to moderate correlation but a substantial relationship and have an analysis of significance at 0.05 level. This means that the teachers' roles directly relate to the students' behavior in English online distance learning.

Table 8. Relationship of the teachers' roles and the students' behavior in English online distance learning

Teachers' Roles	Students' Behavior	r - value	p-value	Degree of Correlation	Analysis
Teachers' Affective Roles	When reading	0.4909	0.0000	Moderate correlation	Significant
	When writing	0.3403	0.0007	Slight correlation	Significant
	When listening and viewing	0.4057	0.0000	Moderate correlation	Significant
Teachers' Planner Roles	When reading	0.4638	0.0000	Moderate correlation	Significant
	When writing	0.2516	0.0139	Slight correlation	Significant
	When listening and viewing	0.2880	0.0046	Slight correlation	Significant
Teachers' Managerial Roles	When reading	0.5503	0.0000	Moderate correlation	Significant
	When writing	0.3422	0.0007	Slight correlation	Significant
	When listening and viewing	0.3899	0.0001	Slight correlation	Significant

Legend

Scale	Degree of Correlation
±0.00	no correlation, no relationship
$\pm0.01 - \pm0.20$	very low correlation, almost negligible relationship
$\pm0.21 - \pm0.40$	slight correlation, definite but small relationship
$\pm0.41 - \pm0.70$	moderate correlation, substantial relationship
$\pm0.71 - \pm0.90$	high correlation, marked relationship
$\pm0.91 - \pm0.99$	very high correlation, very dependable relationship
±1.00	perfect correlation, perfect relationship

Since a significant relationship is found in the affective roles of the teachers in the behavior of the students when they are reading, writing, listening and viewing, it is important to consider the given affective roles of the teachers to motivate the learners to share their feelings and help them to cope with the presents situation of the learners brought by the pandemic.

In addition, the behavior of the learners has direct relationship to the affective roles of the teachers, it is then significant to consider the given behavioral situations when teaching the online learners. In considering these behavioral situations, the teacher-student relationship will be developed, and the teaching-learning process will be successful.

The planner roles of the teachers have also found a significant relationship to the behavior of the students during online distance learning in English class. Since it is found the relation of the variables are significant, it is suggested that the given planner roles of the teachers are playing a good job in attending the educational needs of the students in learning English subject. It is substantial also to consider the given behavior of the students in planning lessons together with the activities and techniques to be used in online distance learning education.

Lastly, the table shows also that the students' behaviors have a significant relationship to the roles of the teachers as authority in teaching strategies. It is recommended that the given behavioral situations of the learners and the given roles of the teachers during online distance learning classes are to be considered when planning, creating, and handling English online distance learning.

As a whole, the data shows a relationship between the teachers' roles and the students' behavior in English online distance learning during the first and second grading periods at a 0.05 level of significance. It shows that the hypothesis stating that "*There is no significant relationship of the teachers' roles and the students' behavior in English online distance learning during the first and second grading periods of the school year 2020-2021"* is rejected, it can be inferred that there is "significant" relationship between them.

CONCLUSION

In view of the aforementioned findings, the study has drawn the following conclusions:
1. The students' behaviors depend on the teachers' roles during English online distance learning.
2. The teachers' roles and the students' behavior contribute to the students' level of performance in English online distance learning.
3. Among the three categories of the teachers' roles (affective roles, planner roles, managerial roles), the affective roles got the lowest student's perception.
4. The online distance teachers seldomly coordinate with the learners' parents regarding the students' academic status in this time of the pandemic.
5. Online distance learning teachers seldomly record and send the discussion to the students who were unable to attend the synchronous classes.

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