

Original Research Article

Challenges in the New Learning Modalities of Elementary School Teachers in Zambales, Philippines

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Abstract: The pandemic may have changed the landscape of how they learn but the purpose of education remains the same – that is for the students to be able to apply what they have learned for the greater good of the community. It is a must that teachers and learners adapt to the new normal. This research aimed to determine the challenges in the new learning modalities of elementary school teachers, district of San Felipe, Zambales SY 2020-2021. The study made use of descriptive research design with the aid of questionnaires as the main instrument in gathering the data. The respondents were the one hundred eight public elementary school teachers in district of San Felipe, Division of Zambales. Descriptive statistics were used for analysis and statistical treatment of data. The findings of the study indicate that the challenges in the new learning modalities of elementary school teachers are the conduct of assessment test and obtaining learners' level of understanding, avoidance of plagiarism and balancing of diverse need, the safety of both teachers and parents on the handling of learning materials such as disinfection and the checking of self-learning modules and reviewing the learner's performance. A no significant difference was found between the perception of the respondents towards the challenges of the new learning modalities of elementary school teachers when grouped according to the respondents' age, civil status, and positions. And there exist a significant were found in the difference between the perception of the respondents towards the challenges of the new learning modalities of elementary school teachers when grouped according to the respondents' sex.

Keywords: Modular Distance Learning, Self-Learning Modules, Learning Delivery Modality Course 2 (LDM2).

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INTRODUCTION

Education systems took a heavy beating from the Covid-19 pandemic. From preparation of lesson plans to conducting the classes and the handing out of assignments, teachers have to make sure that the quality of learning remains even with the absence of face-to-face interactions. [1].

The pandemic may have changed the landscape of how they learn but the purpose of education remains the same – that is for the students to be able to apply what they have learned for the greater good of the community. It is a must that teachers and learners adapt to the new normal. It is not the most intellectual and the strongest of the species that survive but the one that is able to adapt and adjust to the environment in which it finds itself [2].

Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine or even a war. The Department of Education is tasked to provide quality basic education that is equitably accessible to all and lays the foundation for lifelong learning and service for the common good [3].

It is not only the schools, the curriculum and the learners who have undergone changes in transitioning to Modular Distance Learning. Teachers are also moving forward from traditional to New Normal Education. Because of this, there are new roles that teacher need to embrace to grow professionally and effectively teach despite of changes [4].

It's no secret that education systems here and abroad took a heavy beating from the COVID-19

pandemic. While they often hear of students’ and parents’ struggles with online learning, teachers have their fair share of challenges as well. From preparation of lesson plans to conducting the classes and the handing out of assignments, teachers have to make sure that the quality of learning remains even with the absence of face-to-face interactions [5].

It is common for teachers to give out seat works and quizzes inside the classroom. Since there is practically no classroom to speak of this school year, teachers had to adjust on how to ensure that their students have indeed learned or would learn their lessons [6].

It’s consistency and sustainability that they see as a big challenge in implementing the new modalities. The delivery and retrieval of the materials during heavy rains [7]. They need the strong partnership of the community in this aspect. Some teachers have to travel for at least eight hours to reach the school at the foot of Mt. Pinatubo. Another hurdle that they face is guiding parents who are mostly illiterate and cannot help their children to study at home [8].

It’s difficult, but teachers vow to fulfill their job as one under the vision-mission of the Department of Education (DepEd),” They fear the pandemic but their obligation as teachers to their students does not hinder them to teach as it is the one thing that they love to do,” “That is why they chose the module learning system for their students as their parents cannot buy laptops for their children [9].

RESEARCH METHODOLOGY

Research design

This research employed the descriptive survey method of research with the questionnaire as the main

source of gathering the data. The research design has a limited control over extraneous variables, no manipulation of independent variables and susceptible to threats and internal validity (Polit, *et al.*, 2006). Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims (Waters, 2017).

RESPONDENTS AND LOCATION

The respondents involved in the study were the one hundred eight (108) public elementary teachers of San Felipe District, Division of Zambales. Table 1 shows the frequency distribution of the teacher-respondents. A universal sampling was utilized in this study.

Table-1: Distribution of the Respondent according to school

Schools	No. of Respondent
Balincaguig Elementary School	6
Banawen Primary School	4
Bobulon Elementary School	7
Laoag Elementary School	5
Maloma Community Elementary School	12
Paite -Balincaguig Elementary School	7
Sagpat Elementary School	6
San Felipe Elementary School (East)	10
San Felipe Elementary School (West)	14
San Rafael Elementary School	8
Sindol Elementary School	11
Sto. Nino Elementary School	12
Sto. Tomas Elementary School	6
Total	108

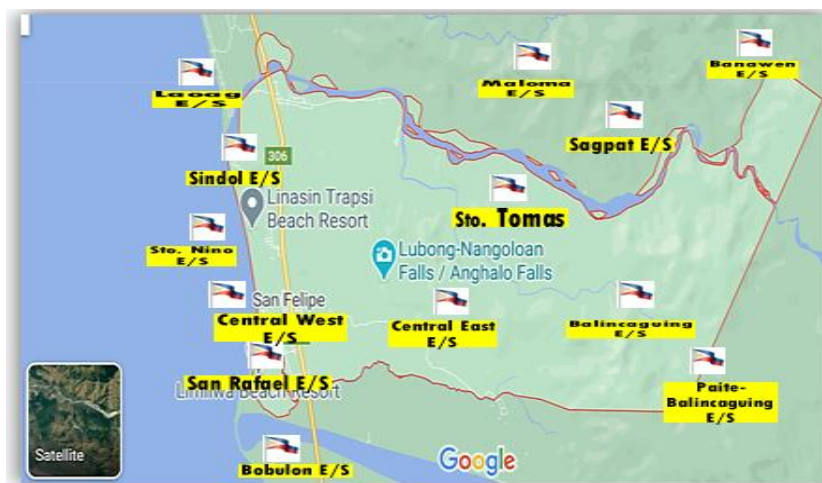


Fig-2: Map of San Felipe, Zambales was elementary school was located.

INSTRUMENTS

The instrument used in gathering the data for the study was survey questionnaire. The researcher

constructed the items of the questionnaire after all the materials related to the study like books, journals and thesis is review. The questionnaire was submitted to the

thesis adviser and panel of oral examiners for checking and for the needed corrections and suggestions. The instrument was guide response type, specifically recognition type with two (2) main parts.

First part was the Demographic Profile of the respondents which included Age, Sex, Civil Status and positions. The second part of questionnaire was the possible in the challenges in the new learning modalities of elementary school teachers according to implementation of modular distance learning modality, teacher collaboration in making self-learning modules, distribution and retrieval of self-learning modules and balancing of workload and other responsibilities. Each sub-category has 10 items. Respondent is asking to answer in a scale ranging from 4 (Strongly Agree) to 1 (Strongly Disagree).

The third part of questionnaire was the possible ways that Learning Delivery Modality Course help the teachers. It has 10 items. Respondent is asking to answer in a scale ranging from 4 (Strongly Agree) to 1 (Strongly Disagree).

DATA COLLECTION

The researcher asked the approval and permission of the District Supervisor and the Head

Teachers of schools in San Felipe regarding the administration of the survey instrument to the respondents. The objective and significance of the study had been explained to the respondent and the confidentiality of their responses had been assured for 100% retrieval of the instrument. The letter of approval was presented to the District Supervisor for professional help for the said purposes.

DATA ANALYSIS

This study utilized the descriptive tools such as frequency, percentage, and mean distribution. For inferential statistics and Analysis of Variance (ANOVA) was determined. The entire data gather through the instruments were tallies, tabulate, analyze and interpret accordingly. The following are the explanations of the utility of the abovementioned statistical tools.

RESULTS AND DISCUSSION

Profile of Elementary School Teachers

Table 2 shows the frequency and percentage distribution of the respondents used in this study based on age, sex, civil status and academic rank/position.

Table-2: Frequency and Percentage Distribution of the Elementary School Teachers' Profile

Age	Frequency	Percent
below 20	0	0
20-29	34	31.5
30-39	30	27.8
40-49	30	27.8
50-59	13	12.0
60 and above	1	0.9
Total	108	100
Mean = 37.06		
Sex	Frequency	Percent
Male	18	16.7
Female	90	83.3
Total	108	100.0
Civil Status	Frequency	Percent
Single	40	37.0
Married	67	62.0
Widow/Widower	1	0.9
Total	108	100.0
Position	Frequency	Percent
Master Teacher 1	8	7.4
Master Teacher 2	3	2.8
Teacher 1	55	50.9
Teacher 2	22	20.4
Teacher 3	20	18.5
Total	108	100.0

Age. Out of one hundred eight (108) Elementary School Teachers used in this study, the mean age of the respondents is 37.06 years old. This implies that most of the respondents used in this study are fresh graduates, which coincides with the findings

with regards to the Teacher 1 as the most frequent academic rank of teachers at the DepEd San Felipe District. Sex. There are ninety (90) or 83.3% of the respondents used in this study are female, while eighteen (18) or 16.7% are male. This implies that the

teaching profession is a female dominant profession. Civil Status. There are sixty-seven (67) or 62.0% of the respondents used in this study are married, followed by forty (40) or 37.0% who are single, and one (1) or 0.9% of the respondents is a widow. This implies that the DepEd District of San Felipe is dominated by teachers who have enter the marital life which means that the challenges they may encounter with regards to the new modalities in learning is greatly affected by their role as a mother and as a wife as to their marital status.

Academic Rank/Position. There are fifty-five (55) or 50.9% of the elementary school teacher used in this study are presently in the Teacher 1 position and twenty-two (22) or 20.4% of the respondents are

Teacher 2. This is followed by twenty (20) or 18.5% of the respondents who are at present in the Teacher 3 position.

Challenges in the new learning modalities of elementary school teachers

Table 2 shows the challenges in the new learning modalities of elementary school teachers as to Implementation of Modular Distance Learning Modality, Teacher Collaboration in Making Self-Learning Modules, Distribution and Retrieval of Modules and Balancing of Workload and other Responsibilities.

Table-3: Descriptive Statistics showing the Four Major Categories Tested with regards to the Elementary Teachers’ Challenges in the New Learning Modalities

Challenges in the New Learning Modalities (LDM2) of Elementary School Teachers	Average Weighted Mean	Interpretation	Rank
Implementation of Modular Distance Learning Modality	3.4981	Strongly Agree	1
Teacher Collaboration in Making Self-Learning Modules	3.4324	Strongly Agree	2
Distribution and Retrieval of Modules	3.2269	Agree	4
Balancing of Workload and other Responsibilities	3.3602	Strongly Agree	3
TOTAL	3.3794	Strongly Agree	

The respondents assessed “strongly Agree” to the fact that elementary teachers also experience challenges in the implementation of Modular Distant learning with computed overall weighted mean of 3.4981 and ranked 1st; Teacher Collaboration in Making Self-Learning Modules; with mean of 3.4324 and ranked 2nd; on the Balancing of Workload and other Responsibilities with mean of 3.3602 and ranked 3rd and on the Distribution and Retrieval of Modules the respondent assessed “agree” with mean of 3.2269 and ranked 4th.

The computed grand mean regards to the Elementary Teachers’ Challenges in the New Learning Modalities was 3.3794 with qualitative interpretation of “Strongly Agree”.

Test of Significant difference in the challenges in the new learning modalities of elementary school teachers when grouped according to profile variables as age, sex, civil status and position.

Table 4 shows the significance difference in the challenges in the new learning modalities of elementary school teachers when grouped according to profile variables as to age, sex, civil status, and position.

Table-4: Difference in the challenges in the new learning modalities of elementary school teachers when grouped according to profile variables

Profile Variables	Source of Variation	SS	df	MS	F	Sig.	Interpretation
Age	Between Groups	4227.60	36	117.434	1.048	.423	Ho is accepted Not Significant
	Within Groups	7954.926	71	112.041			
	Total	12182.546	107				
Sex	Between Groups	7.118	36	.198	1.781	.019	Ho is Not accepted It is Significant
	Within Groups	7.882	71	.111			
	Total	15.000	107				
Civil Status	Between Groups	7.374	36	.205	.744	.833	Ho is accepted Not Significant
	Within Groups	19.543	71	.275			
	Total	26.917	107				
Position	Between Groups	33.631	36	.934	.667	.908	Ho is accepted Not Significant
	Within Groups	99.443	71	1.401			
	Total	133.074	107				

The computed Significant or P-value (0.019) of sex is less than 0.05, then: there exists a significant

difference between the perceptions of the respondents towards the challenges of the new learning modalities

of elementary school teachers when grouped according to the respondents' sex because it is evident that women are significantly over-represented in the profession of educators. As per the data from the department education, more than 80% of all teachers in kindergarten through high school are women.

On the other hand, the computed Significant or P-values of 0.423, 0.833 and 0.908 which all are higher than (>) 0.05 alpha level of significance, therefore the null hypothesis is accepted hence there is no significant difference on the perception towards challenges in the new learning modalities of elementary school teachers when grouped according to profile variables of age,

civil status, and position because schools work best with a balance of young teachers and veteran teachers who have the above qualities with different positions and civil status.

Elementary School Teachers' Perception towards the Reason How LDM2 Help.

Table 5 shows a "descriptive data" presentation that enumerates various "reason how LDM2 help teachers prepare new learning modalities" in view to DepEd program of Education 4.0 in producing 21st century learners for the global community.

Table-5: Respondents Perception towards the Reason How LDM2 Help Teachers Prepare New Learning Modalities

Means by which LDM2 help Teachers Prepare New Learning Modalities	Average Weighted Mean	Interpretation	Rank
1. Help to ensure that you will be able to deliver quality instruction in the "new normal".	3.45	Strongly Agree	9
2. Help to differentiate between the learning delivery modalities prescribed by the LCP and between the different types of distance learning modalities	3.32	Strongly Agree	10
3. Help to identify the background and basic process of the identification and development of the MELCs.	3.48	Strongly Agree	6.5
4. Help to appreciate the MELCs as support for teachers during this time.	3.48	Strongly Agree	6.5
5. Help to understand the vital considerations in unpacking and combining MELCs.	3.51	Strongly Agree	4.5
6. Help to create an individual learning monitoring plan to keep track of the progress of learners who lag behind in completing the prescribed learning task.	3.46	Strongly Agree	8
7. Help to create a weekly home learning plan to guide your learners as they do independent study at home.	3.53	Strongly Agree	3
8. Helps you understand the importance of using quality assured learning resources.	3.51	Strongly Agree	4.5
9. Help to commit to your professional growth and development.	3.58	Strongly Agree	1
10. Help to access resources from online portals such as DepEd Commons and LR Portal of the Department of Education.	3.57	Strongly Agree	2
TOTAL	3.489	Strongly Agree	

The respondents "strongly agree" on how LDM2 help them in their preparation for new learning modalities this time of COVID-19 pandemic and in view for coping-up with those mandates' community quarantine with the computed mean of 3.489 with qualitative interpretation of "Strongly Agree".

CONCLUSION

Based on the findings of the study the following conclusions were drawn:

Profile of Elementary School Teachers

A typical elementary school teacher at San Felipe District, Division of Zambales is: 37.06 years old. The mode or the most frequent age counted for this study is of the age 24 years old, female, married, and are presently holding a Teacher 1 position.

Challenges in the new learning modalities of elementary school teachers

The challenges encountered by teachers in the implementation of Modular Distance Learning Modality are the conduct of assessment test and obtaining learner's level of understanding.

The challenges encountered by teachers in the preparations of modules are avoidance of plagiarism and balancing of diverse need.

On Retrieval of Self Learning Modules, the challenges encountered are the safety of both teacher and parents on the handling of learning materials such as disinfection.

On the balancing of workload and other responsibilities, the challenges encountered are the

checking of self-learning modules and reviewing the learner's performance.

Test of Significant difference in the challenges in the new learning modalities of elementary school teachers when grouped according to profile variables as age, sex, civil status and position.

A no significant difference between the perception of the respondents towards the challenges of the new learning modalities of elementary school teachers when grouped according to the respondents' age, civil status and positions.

There exist a significant difference between the perception of the respondents towards the challenges of the new learning modalities of elementary school teachers when grouped according to the respondents' sex.

Elementary School Teachers' Perception towards the Reason How LDM2 Help

On the Respondent Perception towards the reason how LDM2 Help Teachers Prepare New Learning Modalities, LDM2 helps teachers in committing their professional growth and development, help to access resources from online portals such as DepEd Commons and LR Portal of the Department of Education and help to create a weekly home learning plan to guide your learners as they do independent study at home.

RECOMMENDATIONS

With regards to the findings of this study, the following action plan is recommended for the successful implementation, teacher collaboration, distribution, and retrieval as well as management of the new learning modalities of elementary school teachers:

1. A uniform and comprehensive guide must be developed to cater the needs of teachers in monitoring the progress of learning of their students by providing facilitators a detailed direction that will be strictly followed so that the conduct of assessment would be standardized and evaluated the learners' level of understanding in terms of the course content;
2. Appropriate number of trainings must be provided to teachers with regards to the development of modules that will be used in their respective classes. These trainings must assure that teachers will develop self-learning kits or modules that will show originality, content validity, and reliability of results in learning, capability to address the learners' diversity and individual learning needs and to assure competencies of products and results.
3. Appropriate distribution and collection scheme must be planned and instituted with collaboration of the school, parents and local government agencies in order to assure the distribution and collection of modules will provide the minimal problems with regards to the maintenance of

quality education and assurance of health safety to concern.

4. A support system must be developed which will assign teachers who will share workload with those teachers who are given sudden additional task so that proper management of the teaching-learning process is ensured.

CONSENT AND ETHICAL APPROVAL

The researchers sought approval from the University's Ethics committee before the commencement of the study. A permit from the Department of Education's Superintendent was sought before data gathering. Names of the respondents and school were not disclosed in the questionnaire to ensure confidentiality of the data. The results of the study will be available at the President Ramon Magsaysay State University and at the Division Office of the Department of Education. Findings may be presented in the internationally at conferences and published in research journals. As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

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COMPETING INTERESTS

Authors have declared that no competing interests exist

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