

Practices and Academic Performance of Pupils in the Modular Distance Learning

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Abstract

This paper aims to determine the relationship between the academic performance of Grade 6 pupils and their health, emotional, and environmental practices during the implementation of modular distance learning. This study adopted a descriptive research design that also utilized stratified random sampling. Data were collected through a survey questionnaire administered personally by the researchers. Frequency count, percentage, weighted mean, regression analysis, and Pearson r were employed in analyzing and interpreting the data. Results showed that the identified practices of the pupils during the modular distance learning in terms of health, emotional, and environmental aspects were highly practiced. Also, the students' academic performance in modular distance learning is very satisfactory. Furthermore, there is a significant relationship between the pupils' profile in terms of parents' educational attainment and the pupils' practices in modular distance learning. It was also found that there is no significant relationship between the pupils' academic performance and their practices in the modular distance learning

Keywords: Academic performance, Emotional, Environmental, Health, Modular distance learning, Pupils

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I. INTRODUCTION

Going back to school during this pandemic poses a challenge for all the school heads, teachers, non-teaching personnel, parents, learner, and the broader community. But no matter how challenging the times may be, it is always necessary to make education equally important to the health and safety of the learners.

Given this, everyone in DepEd, including the schools, is entrusted with a mission to ensure learning continuity in whatever contexts the learners are in. The choice of the learning delivery modality and ensuring the health and safety of all shall be the highest priority in implementing the Basic Education Learning Continuity Plan.

In line with the New Normal Education Department of Education, Modular Learning is an institutionalized learning modality adopted in our school based on the parents surveyed. To make sure that learning remains unhampered, the Department of Education is implementing Modular Learning, which is referred to as a learning delivery that is in the form of individualized instruction where learners use self-learning modules (SLMs) in print, whichever is applicable in the context of the learner, with the guidance of any member of the family or other stakeholder in the community trained to serve as learning facilitators. This means lessons will be delivered outside the traditional face-to-face setup. DepEd will provide printed module materials as technology and internet connectivity remains a problem for most pupils. Modular Learning is one of the Learning Delivery Modalities where learning is in the form of individualized instruction that allows learners to use print Self Learning Modules (SLMs).

In an educational context, now the shift moved from a face-to-face teaching approach to modular teaching. The modular approach helps maximize the chances of pupils' participation in a classroom concerning fulfilling the given tasks on the spot. Pupils feel free to learn in their style. Based on the result presented by the school heads based on their biological monitoring during the first week of opening of classes, the majority of the pupils need assistance to improve or enhance their self-learning and have stress in answering modules.

Learners needed to finish answering the modules based on the time given and have a 75% in their assessment and retrieved to the designated area. A suggested time frame shall be provided to learners on their assigned tasks. To ensure mastery of the learning content, the flexibility in finishing each module is accorded to learners to their learning needs, characteristics, and level of understanding. Timely and appropriate monitoring of learning progress and feedback mechanism using Various accessible touchpoints such as text messaging and calls. If possible, allowed, face-to-face interaction may be utilized for this purpose. As the person closest to the

learner during the teaching and learning process in home-based learning, parents will contribute to the plan's success and communicate to the teachers to ask for assistance and clarify many things in their minds. Remember that our children's success depends on how we guide them on the right path. Learning facilitators or family members shall provide instructional support needed in the absence of a classroom teacher.

II. LITERATURE REVIEW

The pupils' emotional health is a critical concern, particularly during distance learning. Hence, the challenges to emotional well-being in distance learning must be understood [4].

To cope with the stress of distance education, pupils employed several strategies such as praying/meditating and self-distracting activities such as watching TV and listening to music. Support from family, friends, and teachers, along with emotional means, also played a significant role in helping students cope with learning in distance modality [3].

Due to COVID-19 disruptions, students' academic performance was affected due to stress and difficulty coping with the pandemic. Female students felt worse emotional states compared to males. These results imply that some students are at risk for academic stress and poor emotional well-being due to the pandemic and highlight the urgent need for intervention and prevention strategies [1].

Providing emotional and mental health support and other relevant programs yields to addressing the physical and mental health issues of the learning community's well-being [2].

Shifting from conventional face-to-face classes to modular distance learning modality required the students to adapt to environmental conditions that are different from classrooms at their schools. Specifically, these new environmental conditions can be uncomfortable and impact students' academic performance [5].

III. RESEARCH QUESTIONS

This study wished to describe the practices and academic performance of grade 6 pupils in selected elementary schools during modular distance learning as a basis for an intervention program.

In particular, this research sought answers to the following questions:

1. What describes the profile of the pupils in modular learning in terms of:
 - 1.1 Sex;
 - 1.2 Number of siblings;
 - 1.3 Educational attainment of the parents; and
 - 1.4 Family income?
2. What are the health, emotional, and environmental practices of pupils in modular learning?
3. What is the pupils' level of academic performance in modular learning?
4. Is there a significant relationship between the:
 - 4.1 profile and practices of the pupils; and
 - 4.2 practices of the pupils and their academic performance?

IV. RESEARCH METHODOLOGY

Design

A descriptive-correlational research approach was used in this study using quantitative data that deals with describing the profile of the respondents and their emotional, environmental, and health practices during modular distance learning and describing the correlation between the pupils' profile and their practices in modular distance learning, and the pupils' academic performance and their practices in modular distance learning.

Sampling

Stratified Random Sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. This method was employed to select respondents in this study comprising grade six pupils in selected elementary schools in the Philippines.

Data Collection

The primary data sources used in this study were the pupils' individual Academic Performance and their survey responses. The survey questionnaire utilized in this study has 3 components to which the respondents indicate the degree of their agreement. The researchers personally administered the survey to the identified participants after securing the required permits and clearances from the concerned authorities.

Data Analysis

Data were analyzed and interpreted using descriptive statistics such as frequency count and percentage to discuss the profile of the respondents and weighted mean to describe the pupils' health, emotional, and

environmental practices during modular distance learning. Inferential statistics such as regression analysis was employed to identify the relationship between the pupils' profile and their practices in modular distance learning, and Pearson r was utilized to determine the correlation between the pupils' academic performance and their practices in modular distance learning.

V. RESULT AND DISCUSSION

Profile of the Pupils

Table 1: Profile of the Pupils in terms of Sex, Number of Siblings, Parents' Educational Attainment, and Family Income

	f	%
Sex		
• Male	49	46.23%
• Female	57	53.77%
Total	106	100.00%
Number of Siblings		
• 1 to 3	9	8.49%
• 4 to 6	45	42.45%
• 7 and above	52	49.06%
Total	106	100.00%
Parents' Educational Attainment		
• Elementary level	21	19.81%
• Secondary level	65	61.32%
• College level	20	18.87%
Total	106	100.00%
Family Income		
• Daily	27	25.47%
• Weekly	51	48.11%
• Monthly	28	26.42%
Total	106	100.00%

In Table 1, the profile of the pupils is presented. In terms of sex, more than half or 53.77% were females ($f = 57$), and 49 or 46.23% were males. In terms of the number of siblings, almost half of the pupils or 49.06% had 7 and more siblings ($f = 52$). There were 45 students of 42.45% who had 4 to 6 siblings, while 9 or 8.49% of them had 1 to 3 siblings.

In terms of educational attainment, the majority of the pupils, or 61.32% had parents who have attained secondary level ($f = 65$). In terms of family income, most of the pupils, or 48.11% had weekly income ($f = 51$).

Practices in the Modular Distance Learning

Table 2: Health, Emotional, and Environmental Practices of the Pupils in the Modular Distance Learning

Indicators	Weighted Mean	Descriptive Rating
Health Practices		
1. Eats nutritious food.	3.53	Highly Practiced
2. Parents prepare food for us.	3.57	Highly Practiced
3. Feeling well in answering modules.	3.31	Highly Practiced
4. Get enough sleep.	3.54	Highly Practiced
5. Observe personal hygiene before answering their modules.	3.59	Highly Practiced
Composite Mean	3.51	Highly Practiced
Emotional Practices		
1. Living with parents.	3.80	Highly Practiced
2. Parents are supportive.	3.66	Highly Practiced
3. Received encouragement from parents	3.58	Highly Practiced
4. Experienced family problems while answering their modules.	3.25	Practiced
5. Full of interest in answering the modules.	3.38	Highly Practiced
Composite Mean	3.54	Highly Practiced
Environmental Practices		

1.	Have study area available	3.58	Highly Practiced
2.	Harmonious relationship of family members	3.65	Highly Practiced
3.	Clean ambiance.	3.55	Highly Practiced
4.	House is in order.	3.36	Highly Practiced
5.	No household chores to do.	3.28	Highly Practiced
Composite Mean		3.48	Highly Practiced
Over-all Mean		3.51	Highly Practiced

The practices of the pupils, along with health, emotional, and environmental aspects, are presented in Table 3. It can be gleaned that the pupils highly practiced the identified indicators along with health, emotional, and environmental aspects, as shown by its composite means of 3.51, 3.54, and 3.48, respectively.

Results further reveal that the practices of the pupils during the modular distance learning in terms of health, emotional, and environmental aspects were highly practiced, with an overall mean of 3.51.

Academic Performance in the Modular Distance Learning

Table 3: Level of Academic Performance of Pupils in the Modular Distance Learning

Grading Scale	f	%	Descriptors
90 – 100	30	28.30%	Outstanding
85 – 89	57	53.77%	Very Satisfactory
80 – 84	16	15.09%	Satisfactory
75 – 79	3	2.83%	Fairly Satisfactory
Total	106	100.00%	

Shown in Table 3 is the level of academic performance of the pupils in modular distance learning. More than half of the pupils or 53.77% had a very satisfactory level of academic performance ($f = 57$). There were 30 pupils or 28.30% had an outstanding level of academic performance. More so, there were 16 or 15.09% of the pupils had a satisfactory level of academic performance. Also, there were 3 or 2.83% of the pupils had a fairly satisfactory level of academic performance.

Results further reveal that the students' level of academic performance in modular distance learning is very satisfactory.

Pupils' Profile and their Practices in the Modular Distance Learning

Table 4.1: Relationship between the Pupils' Profile and their Practices in the Modular Distance Learning

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value*</i>
Intercept	3.10499338	0.20872463	14.876028	3.38670027
Sex	0.12384162	0.06501189	1.90490738	0.05963684
No. of Siblings	-0.0177738	0.05576414	-0.318731	0.75058872
Educ. Attain.	0.15545406	0.05758043	2.6997726	0.0081363
Income	-0.0631303	0.04841469	-1.3039489	0.19521505

*Significant at $p < 0.05$

A multiple regression analysis was performed to determine the significant relationship between the pupils' profile in terms of sex, number of siblings, educational attainment, and income and their practices in modular distance learning. As shown, the computed p-value of 0.008 is less than the level of significance of 0.05. This leads us to conclude that there is a significant relationship between the pupils' profile in terms of parents' educational attainment and the pupils' practices in modular distance learning.

The results further imply that the practices of the pupils in modular distance learning depend on their parents' educational attainment.

On the contrary, the computed p-values of 0.0596, 0.75, and 0.195, respectively, are greater than the significance level of 0.05. This leads us to conclude that there is no significant relationship between the pupils' profile in terms of sex, number of siblings, and income and the pupils' practices in modular distance learning.

The results further signify that the pupils' practices in modular distance learning are not dependent on the pupils' sex, number of siblings, and income.

Pupils' Academic Performance and their Practices in the Modular Distance Learning

Table 4.2: Correlation between the Pupils' Academic Performance and their Practices in the Modular Distance Learning

Variables	Practices in the Modular Distance Learning	
	Pearson's r	p*
Academic Performance	0.115	0.238

*significant at $p < 0.05$

A Pearson r correlation coefficient was run to determine the significant relationship between the pupils' academic performance and their practices in modular distance learning. As shown, the computed p-value of 0.238 is greater than the level of significance of 0.05. This leads us to the conclusion that there is no significant relationship between the pupils' academic performance and their practices in modular distance learning.

VI. CONCLUSION

It was concluded that the identified practices of the pupils during the modular distance learning in terms of health, emotional, and environmental aspects were highly practiced. More so, the students' level of academic performance in modular distance learning is very satisfactory. The results further reveal that there is a significant relationship between the pupils' profile in terms of parents' educational attainment and the pupils' practices in modular distance learning. Also, there is no significant relationship between the pupils' academic performance and their practices in modular distance learning.

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