# HOME CLIMATE AND MODULAR LEARNING PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS IN THE NEW NORMAL

Jezrill N. Balmores, MAT, LPT

*Teacher III, Department of Education, Madanding National High School, Madanding, Lambayong Sultan Kudarat, Sultan Kudarat Division, Philippines*

## ABSTRACT

*Due to the COVID 19 pandemic face-to-face learning engagement of students and teachers within the school has been suspended. A quantitative study was planned to determine if there is a relationship between home climate and modular learning performance of senior high school students in the new normal in one of the schools in the Division of Sultan Kudarat. The study aimed to: (1) determine the students' perception on their home climate, (2) determine the level of modular learning performance of senior high school students, and (3) find out if there is a significant relationship between home climate and modular learning performance of senior high school students. The survey method using the researcher's made questionnaire validated by the experts was used. Modular Learning Performance was their general average in the first quarter. Statistical tools were used like frequency count, percentage, mean, standard deviation and Pearson's r set at .05 level of significance. The senior high school students disagreed on the given description on the home climate. The highest bulk of the students had the "satisfactory" (80 – 84) modular learning performance. There was a positive high correlation (r=0.927) between the home climate and modular learning performance and 85.88% of home climate explained the variance in the modular learning performance. With the p-value=.000 which is lesser than 0.05 level of significance, home climate is significantly correlated to modular learning performance. Home climate to an extent had influence on modular learning performance of the students.*

**Keyword:** *Home climate, Modular learning performance, Senior high school students, New normal*.

## 1. INTRODUCTION

Typical learning usually happens inside the classroom setting and having a face-to-face interaction with their teachers. Thus, it is a learning set-up where students feel comfortable and able to focus on learning which will work best. However, due to the current health crisis, face-to-face learning temporarily stops and opted alternative learning delivery modalities where learning occurs at home.

The Department of Education (DepEd) adapted the new normal form of educating students for the continuity of education and for every school to attain it mission and vision. To provide quality education to every Filipino learner, the department implemented the Modular Distance Learning. This learning modality is currently used by all public schools. In fact, one survey stated that the most preferred distance learning is through printed and digital modules (Bernardo, 2020). This is also in consideration of the learners in rural areas where internet is not accessible.

Since education is no longer held at school, parents serve as partners of teachers in education. (FlipScience, 2020) The primary role of parents and guardian in modular learning is to establish a connection and guide the child. This can be done by acting like home facilitators and/or home innovators wherein they must provide a productive learning environment to their children in order to secure their focus on learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction. (DepEd, 2020).

Home environment influences the learning behaviors demonstrated by the students such as competency motivation, attention and persistence – which are important predictors for academic success.

In order to determine the relationship between the home climate and modular learning performance of senior high school students in the new normal, this study is hereby processed by the researcher.

### 1.1 Conceptual Framework of the Study

The paradigm in Figure 1 presented the conceptual framework of this study. It consists of independent and dependent variables.

The independent variable was the home climate while the dependent variable was the modular learning performance of the students. The arrow pointed out the relationship between the independent and dependent variable.


*Figure 1. The Conceptual Paradigm of the Study*

### 1.2 Statement of the Problem

This study aimed to determine the relationship between learning climate and academic achievement of students. Specifically, it sought to answer the following questions:

1. What is the students' perception on their home climate?
2. What is the level of modular learning performance of senior high school students?
3. Is there a significant relationship between home climate and modular learning performance of senior high school students?

### 1.3 Hypothesis

$H_0$: There is no significant relationship between home climate and modular learning performance of senior high school students.

### 1.4 1Scope and Limitation of the Study

This study was only limited to the perception of senior high school students of one of the schools in the Division of Sultan Kudarat for the School Year 2020-2021 in determining the relationship between home climate and modular learning performance of senior high school students in the new normal.

### 1.5Significance of the Study

This study will be beneficial to school administrators, teachers, parents, students and other researchers. They may provide feedback and solution on the learning climate at home and to academic achievement of students in this time of pandemic.

### 1.6 Operational Definition of Terms

*Home Climate.* Refers to the learning setting at home where the student and their family carry out different responsibilities that affect development and learning of the student.

*Modular Learning Performance*. Refers to the general average of the senior high school students using printed self-learning modules as learning modality for the first semester, school year 2020 – 2021 .

*New Normal*. Refers to the state wherein education differs from normal situation because of COVID19 crisis.

*Senior High School Students*. Refers to the respondents of the study in one of the schools in the Division of Sultan Kudarat.

## 2. METHODOLOGY

A descriptive correlational research design was employed to determine if there is a relationship between home climate and modular learning performance of senior high school students in the new normal in one of the schools in the Division of Sultan Kudarat. Sixty-one (61) senior high school students who were officially enrolled for the school year 2020 -2021 in one of the schools in the Division of Sultan Kudarat were the respondents of the study. Complete enumeration was used as sampling technique. The instrument used in measuring the level of learning climate as perceived by the students was a researcher made questionnaire and was validated by the experts. The frequency count, mean and standard deviation was used for the descriptive statistics. Pearson's r set at .05 level of significance was used for inferential statistics.

## 3. RESULTS AND DISCUSSION

Table 1. Students' Perception in Home Climate

| Descriptions | Mean | Interpretation |
|---|---|---|
| **1.** I follow strict time frame when doing home studying. | 2.66 | Agree |
| **2.** I spend enough time answering each module per subject. | 2.63 | Agree |
| **3.** I find studying at home effective. | 2.06 | Disagree |
| **4.** I consider distance learning a conducive one during the COVID19 pandemic. | 1.68 | Disagree |
| **5.** I find modular learning effective. | 2.40 | Agree |
| **6.** My home learning environment is peaceful. | 2.16 | Disagree |
| **7.** I find household chores affects my focus on distance learning. | 2.43 | Agree |
| **8.** I feel comfortable when I am studying at home. | 2.27 | Disagree |
| **9.** The atmosphere at home provide a well social and emotional well-being. | 2.10 | Disagree |
| **10.** My parent(s)/guardian(s) or other adult from home are helping me in my studies. | 2.02 | Disagree |
| **11.** I feel motivated in answering my modules at home. | 2.52 | Agree |
| **12.** I have my own room in conducting my modular distance learning. | 2.23 | Disagree |
| **13.** My parents/guardians provide me supplementary gadgets/devices/educational references for my learning. | 2.47 | Agree |
| **14.** My parents/guardians are very supportive in modular distance learning. | 2.60 | Agree |
| **Overall Mean** | **2.30** | **Disagree** |

Table 1 shows the students' perception in home climate and rated disagree with an overall mean of 2.30. The highest mean for this perception is "I follow strict time frame when doing home studying" with a mean of 2.66(Agree) and "I spend enough time answering each module per subject" with a mean of 2.63(Agree). The lowest mean was "I consider distance learning a conducive one during the COVID19 pandemic" with a mean of 1.68(Disagree) and "my parent(s)/guardian(s) or other adult from home are helping me in my studies" with a mean of 2.02(Disagree).

This implies that students conceive that home-based learning is unavailing, and that their parent/s or guardian/s is adverse on their studies.

Table 2. Level of Students' Modular Learning Performance

| Grading Scale | Frequency | Percentage | Description |
|---|---|---|---|
| 90 – 100 | 5 | 8.20 | Outstanding |
| 85 – 89 | 19 | 31.15 | Very Satisfactory |
| 80 – 84 | 23 | 37.70 | Satisfactory |
| 75 – 79 | 14 | 22.95 | Fairly Satisfactory |
| 74 and below | 0 | 0 | Did Not Meet Expectations |
| **Mean = 83.13 (Satisfactory)** | | | |

Table 2 shows the level of students' modular learning performance. As shown in the table 2, the level of students' modular learning performance is 83.13 described as Satisfactory. The highest frequency in the grading scale is 80 – 84 and described as Satisfactory with a frequency of 23 or 37.70%. While the lowest is 74 and below with a frequency of 0. It implies that most of the students are average in terms of school performance this time of pandemic.

Table 3. Correlation of Modular Learning Performance and Home Climate of Senior High School Students

| | N | R | $r^2$ | p - value | Remark |
|---|---|---|---|---|---|
| Modular Learning Performance | | | | | |
| Home Climate | 61 | 0.927 | 0.8588 (85.88%) | .000 | * |

P<0.05*(Significant)

Table 3 shows the correlation between level of modular learning performance and home climate of senior high school students, with r=0.927 which describes a High Positive Correlation. The $r^2$=0.8588 converted to percent revealed that 85.88% of home climate explains the variance in modular learning performance. A p-value of .000 is lesser than the 0.05 level of significance which means that there is a significant correlation between modular learning performance and the home climate of senior high school students. Thus, the null hypothesis which states that there is no significant relationship between home climate and modular learning performance of senior high school students was rejected.

Corroborating evidence form the findings of the study conducted by Lumapenet (2022), self-learning modules can be effective in teaching in times of the pandemic. The utilization of modules has significantly improved the test scores of the students.

## 4. CONCLUSIONS

Modular Learning has emerged as a substitute to the face-to-face method of learning inside the classroom in this time of pandemic. Instead of learning inside the classroom, the students learned in their homes. Based on the facts that was gathered and the computation made by the researcher, it was determined that there is a significant correlation between modular learning performance and the home climate of senior high school students.

## 5. RECOMMENDATION

On the basis of the findings and conclusions, the researcher presents the following recommendations:

1. Modular learning is best when students receive felicitous responses from their teachers especially when students have queries about their studies or modules. The teachers and parent(s)/guardian(s) may continue to monitor their students' learning progress while studying at home to have better outcome.
2. The parent(s)/guardian(s) may also provide a conducive area for learning for their students. This would enable them to concentrate more when studying at home. On the other hand, parent(s)/guardian(s) may also be willing to teach or extend their help whenever students have difficulty in answering lessons from their modules.
3. The school may conduct also regular home visitation and remedial classes to those students who frequently experiencing difficulty in answering modules. Minimum health standards and protocols must be strictly observed when conducting such.
4. It is recommended that similar researches should be conducted in other places and grade level this time of pandemic. Collaborative efforts between parents and teachers may be exerted to improve teaching and learning this time of health crisis.

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**BIOGRAPHY**

Jezrill Balmores, a graduate of BSED-Math and MAT-Math, currently holds the position of Teacher III at Madanding National High School. With a strong foundation in Mathematics Education, Jezrill has dedicated himself to nurturing the minds of students in his community. His commitment to academic excellence led him to pursue further education, and he is currently a doctoral student in Education Management and Leadership. Balancing his teaching responsibilities with his doctoral studies, Jezrill exemplifies perseverance and a thirst for knowledge. As he continues his academic journey, he aims to not only enhance his own skills but also contribute to the improvement of educational practices within his school and beyond. Jezrill's multifaceted dedication to education marks him as a beacon of inspiration for both his students and colleagues.