

TEACHERS' COMPETENCE AND LEARNING SUPPORT MECHANISM FOR THE LEARNING PROGRESS OF PUPILS ON MODULAR APPROACH

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ABSTRACT

The study was conducted to determine the teachers competence, learning support mechanism and students outcome on modular approach. It used a research design employing descriptive-correlational in determining the teachers' competence, learning support mechanism and learners' progress in the new normal environment. The findings revealed that respondents strongly agreed on pedagogical, technical, and professional dimensions of teachers' competencies. They are extremely helpful in learning support mechanisms such as instructional, evaluation, coaching, and facilitating. In terms of learner progress, they were extremely supportive of their students' study habits and learning abilities. The students obtained a rated 75 % MPS. The correlation analysis revealed that there is a significant relationship between teachers' competence, learning supports' is significantly influenced learners progress but not to MPS. The analysis of qualitative data on teachers' experiences reveals that they have difficulty with module distribution and retrieval, as well as the availability of printing materials. They coped by conducting home visits and collaborating with the BLGU. Schools were advised to implement an intervention to improve adaptability and usability. The teachers are highly competent in responding to the needs of their learners even in the midst of the pandemic. Teachers have supported their learners to strengthen the study habits and learning skills of the pupils.

Keyword: - Teachers' competence, learning support mechanism, learning progress, modular approach.

1. INTRODUCTION

The global impact of the coronavirus disease 2019 (COVID-19) pandemic is ongoing, and this paradigm shift is causing significant changes in the Philippines. Teachers' roles in ensuring students' success in learning are critical in this regard. COVID-19 tested schools, teachers, students, parents, and other stakeholders. Many school districts moved activities online to ensure that instruction continued even when schools were closed.

In addition to online learning, most public schools, particularly in rural areas, used printed self-learning modules for modular instruction. In addition, the majority of students [1] and parents preferred modular distance learning over other alternative modalities. On the other hand, some parents were struggling with the modular learning modality due to their incapacity in facilitating and explaining the modules to their children [2]. As a result, teachers' ability to provide high-quality training and preparation to students has deteriorated. Teachers were compelled to play an important role in facilitating and monitoring students' development in the face of challenges

and changes in the educational platform, where learning occurs at home, as a result of the pandemic. Quality learning experiences, on the other hand, do not occur only within the four walls of the classroom; learning can occur at any time and from any location. However, students were struggling to learn in the new normal [3].

Teachers face a variety of challenges as a result of the new educational system's abrupt changes. As an alternative mode of learning continuity, modular instruction presented a number of challenges [4]. .

Teachers, on the other hand, must monitor their students' growth and progress. When possible, the teacher should pay home visits to students who require remediation or assistance [5]. Difficulties in consistently implementing the developed distance learning strategy. Dangle, & Sumaoang, (2020) stated the main challenges that occurred were a lack of school funds in the creation and delivery of modules [6]. In addition, teachers were caught off guard for emergency remote instruction due to a lack of distant education expertise as well as computer literacy [7]. Teachers' computer competency in using multimedia for teaching and learning is a necessity [8].

In the Province of North Cotabato, Deped schools are also required to change teaching-learning through distance classes and modular instruction, which pose many challenges for both teachers and students. With a sudden change in educational platforms and a lack of school readiness, they are pushed to continue the modalities for various reasons. Thus, the researcher is really motivated to investigate the modular learning modalities and teachers' competence in normal and how they are able to cope with these challenges in order to meet the goals of education.

2. METHODOLOGY

In this study, a descriptive-correlational research design was employed. Using descriptive statistics, the quantitative data determined teachers' competence and learning support mechanisms for pupils' learning progress in a modular approach. Meanwhile, the Pearson Product Moment of Correlation method and Regression analysis were used to test the significant relationship, influence, and correlation among variables.

3. RESULTS AND DISCUSSION

Learners' Performance

Table 1 shows the MPS of the pupils. Kidapawan City Division got 87.60, followed by North Cotabato with 86.50, General Santos City with 86.50, and Sultan Kudarat with 84.00 respectively. This implies that the pupils exceeded the passing rate of 75.00.

They have higher performance which indicated that the delivery of instruction enabled them to have the grasp of the bodies of knowledge. More importantly, this higher MPS is a manifestation of teachers' unending service to their learners in order to give them quality and relevant education.

During the pandemic, though the academic performance of the learners was affected but this did not hinder them to continue with their quest for higher learning [9]. In the same manner, with the help of teachers their dedication contributed to the higher performance because the health predicaments did not hinder them to deliver quality and relevant education to their learners [10].

Table 1. MPS of Pupils

Division	MPS	Interpretation
Kidapawan City Division	87.60	Passed
General Santos	85.45	Passed
North Cotabato	86.5	Passed
Sultan Kudarat	84.00	Passed

Relationship between Teacher's Competence and Students Outcome

The three variables of teachers' competence such as pedagogical, technical, and professional competence have significant relationship with students' outcomes such as study habits, and learnings skill of the pupils (Table 2). Higher pedagogical competence of teachers will promote good study habits and enhance learning skills of the pupils.

The teachers' technical and professional competence will also promote good study habits among students and enhances pupils' learning skills. The significant positive correlation coefficient indicates a linear relationship

between teachers' competence and students' outcome particularly study habits and learning skills of the pupils. Thus, null hypothesis of the study is rejected.

This implies that both technical and professional competence of teachers enabled learners to improve their study and learning skills. However, it can be inferred that these are not the best indicators of influencing their MPS. This explains that as the technical and personal competences of teachers increased there is a decrease on the MPS of the pupils. It can be attributed by the fact that may be because some of the teachers have forgotten to implement their competences to their learners.

Therefore, the study reiterated that teachers' competences are important in helping the students to become ready in facing the different challenges. With their abilities to change the lives of their students, they equipped them with the necessary skills which in turn crucial for their academic performance [11].

Table 2. Relationship between Teacher's Competence and Students'

			Outcomes		
			Study Habits	Learning Skills	MPS
Spearman's rho	Pedagogical Competence	Correlation Coefficient	.450**	.358**	-.039
		Sig.	.000	.000	.801
	Technical Competence	Correlation Coefficient	.659**	.657**	-.058
		Sig.	.000	.000	.704
	Professional Competence	Correlation Coefficient	.570**	.521**	-.056
		Sig.	.000	.000	.712

** significant at 1% level

Relationship between Learning Supports and Learning Outcome

All the variables of learning support such as instructional support, appraisal support, coaching support, and facilitating support (Table 3) have significant relationship with study habits and learning skills of the students. However, no significant relationship was found on MPS.

The positive and significant correlation coefficient indicated a linear relationship which means that higher instructional supports, higher appraisal supports, higher coaching supports, and higher facilitating supports would eventually result to higher study habits and higher learning skills among students. The null hypothesis is rejected due to this significant finding.

This implies that appraisal support has a significant correlation with the study habits of the learners because they were able to give clear feedbacks on the submitted modules. In congruence, this also improved the learning skills of their learners since the latter knew well the things that they are doing especially in improving their skills to learn. But, the MPS showed no relationship because the pupils themselves have the necessary skills which enabled them to independent learners.

On the aspect of appraisal support, its relationship with study habits and learning skills implies that the feedbacks they get from their teachers helped them to have the awareness on their scores. As such, they tried to catch things that will encourage them to improve themselves in this aspect. On the MPS, appraisal support did not show any relationship. This can be attributed for the reason that they are independent learners who can make a difference in their schooling.

The same with the coaching support, only the MPS showed no significant relationship. This can be explained because the pupils have the same skills even prior to the supports they received from their teachers. In the same manner, this is also true with facilitating support where pupils do not anymore, this support since they are already independent learners.

They can do their tasks especially in answering their modules. However, this has significant relationship with study habits and learning skills whereby teachers' presence can motivate pupils to improve ability to respond to the contents of their modules.

Learning support has been found to be the determinant in developing the learning performance of the pupils. As a matter of fact, they are guided properly on the things that they are going to do. They have their teachers who are willing to respond immediately to their queries [12]. Meanwhile, learners' achievement is highly dependent on teachers' instructional demand [13]. On the other hand, [14] teachers' competence is not correlated to learners' engagement.

Table 2. Correlation of Learning Supports on Learning Outcomes

			Study Habits	Learning Skills	MPS
Spearman's rho	Instructional Supports	Correlation Coefficient	.664**	.658**	-.006
		Sig.	.000	.000	.971
	Appraisal Supports	Correlation Coefficient	.576**	.600**	.021
		Sig.	.000	.000	.894
	Coaching Supports	Correlation Coefficient	.613**	.603**	-.040
		Sig. (2-tailed)	.000	.000	.797
	Facilitating Supports	Correlation Coefficient	.691**	.654**	-.138
		Sig.	.000	.000	.365

** significant at 1% level

4. CONCLUSIONS

Based on the results of the analysis of the data, this study concluded that teachers are highly competent in terms of pedagogical, professional and technical in responding to the needs of their learners even in the midst of the pandemic. Moreover, in terms of instructional, appraisal, coaching, and facilitating support, teachers have supported their learners so that they could be able to strengthen their study habits and learning skills. Furthermore, this implied that the support of the parents and the local government units could make a difference on the lives of the learners. All indicators pedagogical, technical, and professional competence have significant relationship on students' outcomes such as, study habits, and learning skills of the pupils. Higher pedagogical competence of teachers promotes good study habits and enhance learning skills of pupils. Highly negative relationship existed between pedagogical competence, technical competence and professional competence on learning outcomes in terms of MPS.

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